



Course title:	Introduction to Social Welfare Policies and Services
Course #/term:	SW530.005. Fall 2020
Time and place:	Tuesdays 2-5pm, Room B760 SSWB (Hybrid)
Credit hours:	3
Prerequisites:	None
Instructor:	Colleen E Crane MSW, LMSW
Pronouns:	She, Her, Hers
Contact info:	Email: kennac@umich.edu Phone: (248) 330-3585 You may expect a response within 24 hours
Office:	ONLINE
Office hours:	Tuesdays 12-2pm or by appointment.

1. Course Statement

a. Course Description

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relations to the diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

b. Course Content

There are four main content areas for the course. 1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of: the individual; the family; the community, groups, educational settings, churches, and workplaces; the

nonprofit sector; the government at various geographic levels. 2. The history of the social work profession: from the altruistic philanthropist to the development of professional practice; the emergence of distinct methods of practice in their historical context; the influence of religious values, ethics, and social and political climates on the profession's development; the emergence of specific policies and programs within their historical, social and political contexts. 3. A critical analysis of current social welfare policies, and programs, nationally and cross-nationally with attention to: the strengths and weaknesses of various policies and programs; evolving population needs; the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives. 4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to: services for families, children, adolescents, adults, and the aging (including income maintenance, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation; and, community service programs.

c. Course Objectives and Competencies

Upon completion of the course, students will be able to: 1. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession. (Practice Behaviors 4.1, 5.1, 9.1) 2. Describe and critically analyze current social welfare policies, procedures, and programs including the role of behavioral and social science research and theory in their evolution. (Practice Behaviors 3.1, 4.1, 5.3, 9.1) 3. Discuss the strengths and limitations of the current social welfare system in terms of the functions of the provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses. (Practice Behaviors 4.1, 5.1, 6.2, 9.1) 4. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health and mental health services, child welfare, educational practices, services to the elderly, and corrections. (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1) 5. Discuss and critically analyze current debates, trends, and ethical issues in each specific field of service presented in the course including the implications for social work practice and promoting social justice and social change. (Practice Behaviors 2.3, 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)

d. Course Design

It is anticipated that the multiple sections of this course will be coordinated and lectures, assignments, readings, class exercises, and examinations will be shared across instructors. Various classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students and guest lecturers.

e. Curricular Themes

Theme Relation to Multiculturalism & Diversity

The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.

Theme Relation to Social Justice

The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research

Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

Relationship to SW Ethics and Values

The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

2. Class Requirements

a. Readings and Class Materials

Most of the readings for this course will be on the course Canvas site (SW 530 004 F20) in the Modules section of Canvas, additional optional readings will be by each class session in the Files section of Canvas. If powerpoints are used during the class, the slides will be filed with the relevant course session.

Required Reading:

Mayer, Jane. (2016). Dark money : the hidden history of the billionaires behind the rise of the radical right. New York: Doubleday.

Recommended Books (Chapters related to class will be posted on CANVAS)

Edin, K., & Shaefer, H. L. (2015). \$2.00 a day: Living on almost nothing in America. Boston: Houghton Mifflin Harcourt.

Reisch, Michael (Ed). Social Policy and Social Justice: Meeting the challenges of the diverse society. 3rd Edition Cognella Publishers.

Seefeldt, K. S. (2016). Abandoned Families: Social Isolation in the Twenty-First Century. New York: Russell Sage Foundation. Retrieved September 2, 2018, from Project MUSE database.

Stern, Mark J. (2015). Engaging Social Welfare: An introduction to policy analysis. New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4

****Important notes about assigned readings and media****

With the exception of the first week, students are required to complete the readings prior to each week's class. At the end of every class I will either discuss with you what readings out of the "assigned" readings I want you to focus on or if there is a topic that has been brought up in class that will be relevant for the next week, I will let you know as soon as possible.

The readings reflect a diverse array of perspectives, including historical perspectives. Due to the age of some documents, language used may not be current. You may find some ideas expressed in

certain readings to be controversial and not reflective of social work values. However, these ideas are part of the current political discourse in the United States, and as social workers, you need to be aware of these positions so that you are able to be a better advocate.

We may not always discuss each reading in class; however, each student is responsible for the material covered by the readings. Students will need to draw upon the readings in order to complete the final exam as well as participate in classroom discussions.

Supplementary Media

The best way to keep current on policy issues is to regularly read a major newspaper, such as the New York Times (www.nytimes.com) or The Washington Post (www.washingtonpost.com). The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. As with all newspapers, one should be careful to distinguish between the news reports and the editorial commentary.

The NYT also offers a student discount rate on student subscriptions to hard copy editions, and it's also accessible (with a day delay) through the library.

A limited number of articles per month in the Washington Post can be freely accessed, and this paper covers the Congressional issues with great detail.

News reports and feature shows (such as on MSNBC, CNN or ABC Nightline) are another source of information about current policy issues. The PBS NewsHour on Public Television is an excellent source of more in-depth discussion of ongoing and emerging policy issues.

Additional Recommended Media

Local Newspapers (Ann Arbor, Detroit);

CNN News and Policy discussions;

“All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).

Evening Network News - (CBS, ABC, NBC).

b. Class Schedule

This schedule is preliminary; any changes will be announced in class and on CANVAS.

September 1 (Session 1): Introduction and Overview; Review of Syllabus

Course overview, assignments, grading, expectations etc. Why should social workers care about social welfare policy and history? Definitions of poverty, inequality, and other related terms.

September 8 (Session 2): Introduction to Social Welfare

What is social justice? What is social welfare? Definitions of social policy and theories of social justice. What does our constitution say about rights and justice and for whom?

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 9**.
- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. **Chapter 1**.
- Reisch, M. (2002). "Defining social justice in a socially unjust world." *Families in Society: Journal of Contemporary Human Services*, 83(4), 343-354.
- Singer, P. (2007). What should a billionaire give? And what should you? *New York Times Magazine*.
- Somers, M. & Block, F. (2005). "From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate." *American Sociological Review*, 70(2), 260-287.
- Reisch, M., & Andrews, J. (2001). Social work – A radical profession? (Ch. 1). In: *The Road Not Taken: A History of Radical Social Work in the United States*. Ann Arbor: Sheridan Books.
- United States Constitution
- Amendments to the Constitution

September 15 (Session 3): Inequality for All Land and Legacy

Poverty and Inequality. Land and Legacy: US History.

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Danziger, S. (2007). "Fighting poverty revisited: What did researchers know 40 years ago? What do we know today?" *Focus*, 25 (1), 3-11.
- Fox, C. (2014). Chapters 1-2. From: *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*. Princeton NJ: Princeton University Press.
- Shaefer, H.L., & Edin, K. (2013). Rising extreme poverty in the United States and the response of means-tested transfers. *Social Service Review*, 87, 250-268.
- Small, M., Harding, D., & Lamont, M. (2010). Introduction: Reconsidering Culture and Poverty. *The Annals of the American Academy of Political and Social Science*, 629, 6-27.
- Goldberg, G.S. (2012). Economic inequality and economic crisis: A challenge for social workers. *Social Work*, 57, 211-224.
- Thompson, Derek. (2012). "A Giant Statistical Round-Up of the Income Inequality Crisis in 16 Charts." *Atlantic Monthly*.
<http://www.theatlantic.com/business/archive/2012/12/a-giantstatistical-round-up-of-the-income-inequality-crisis-in-16-charts/266074/>

September 22 (Session 4): "The Budget" Intro for Social Workers

US Federal Budget: Expenditures and receipts. Federal deficit, surplus and the balancing act. Funding priorities. The role of the tax code in social welfare (redistribution of wealth, incentives). State Tax System: similarities and differences. Income Taxes.

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Mosley, J. (2013). Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work*, 58, 231-239.
- Testimony of John B. Taylor to the House Committee on Financial Services
- Testimony of Jared Bernstein to the House Committee on Financial Services
- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. Chapter 1.
- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Preface, Chapter 1 & 2.**
- Staller, K. M. (2014). "Federal and state budget basics for social workers: Social welfare impact and social justice implications." In Michael Reisch (Ed). *Social policy and social justice*. Thousand Oaks: Sage. (We will review this extensively in class as well).

September 29 (Session 5): Historical Influences Part 1

Social Welfare in Historical Context – From the Poorhouse to Progressive Eras

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Abramovitz, M. (1996). Women and the Poor Laws in Colonial America. In: *Regulating the Lives of Women, 2nd Edition*. Boston: South End Press, pp. 75-105.
- Carlton-LaNey, I. (2015, March 02). African American Social Welfare History. Encyclopedia of Social Work. Retrieved 30 Aug. 2020, from <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-e-9780199975839-e-841>.
- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. Chapter 2 & 3.
- Geremek, B. (1997). Introduction: What is poverty? In: *Poverty a History*. Cambridge, MA: Blackwell Publishers, pp. 1-15.
- Gordon, L. (1994). Don't Wait for Deliverers: Black Women's Welfare Thought. In: *Pitied but Not Entitled: Single Mothers and the History of Welfare, 1890-1935*. New York: The Free Press, pp. 111-144.
- Lasch-Quinn, E. (1993). The Mainstream Settlement Movement and Blacks. In: *Black Neighbors: Race and the Limits of Reform in the American Settlement House Movement, 1880-1945*, pp. 9-46.
- Rabinowitz, H.N. (1974). From Exclusion to Segregation: Health and Welfare Services for Southern Blacks, 1865-1890. *Social Service Review*, 84, 327-354.
- Reisch, M., & Andrews, J. (2001). Radical Social Work in the Progressive Era (Ch. 2). In: *The Road Not Taken: A History of Radical Social Work in the United States*. Ann Arbor: Sheridan Books.
- Rodems, E.S., Shaefer, H.L., & Ybarra, M. (2011). The Children's Bureau and the passage of the Sheppard-Towner Act of 1921: Early social work macro practice in action. *Families in Society*, pp. 358-363.
- Trattner, W. (1999). The Settlement House Movement (Ch. 8) and Renaissance of Public Welfare (Ch. 10). In: *From Poor Law to Welfare State, 6th Edition: A History of Social Welfare Policy*. New York: Free Press
- Williams, T. (2000). The Homestead Act: A major asset-building policy in American history (CSD Working Paper No. 00-9). St.Louis, MO: Washington University, Center for Social Development. (Trina Shanks PhD from SSW).

October 6 (Session 6): Historical Influences Part II

Historical Context: The New Deal, Civil Rights, and the Great Society

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers.
- Trattner, W. (1999). *Depression and a New Deal* (Ch. 13). In: *From Poor Law to Welfare State, 6th Edition: A History of Social Welfare Policy*. Free Press.
- Fox, C. (2014). Chapters 1-2. *From: Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*. Princeton NJ: Princeton University Press.
- Longmore, P.K. & Goldberger, D. (2000). *The League of the Physically Handicapped and the Great Depression*. *The Journal of American History*, 87(3), 888-922.
- Harrington, M. (1962). *The Invisible Land*. In: *The Other America: Poverty in the United States*.
- Betten, N. & Mohl, R.A. (1986). *From Discrimination to Repatriation: Mexican Life in Gary, Indiana, During the Great Depression*. In: Mohl & Betten, *Steel City: Urban and Ethnic Patterns in Gary, Indiana, 1906-1950*, New York: Holmes & Meier, pp. 124-142.
- Morris, A. (1984). *Birmingham: A Planned Exercise in Mass Disruption*. In: *The Origins of the Civil Rights Movement*.
- Rose, N. (1990). *Discrimination Against Women in New Deal Work Programs*. *Affilia* 5, 25-45.
- Hamilton, D.C. & Hamilton, C.V. (1997). *Coping with the New Deal*. In: *The Dual Agenda: The African American Struggle for Civil and Economic Equality*. New York: Columbia University Press, pp. 8-42.

October 13 (Session 7): Employment, Public Assistance, and Job Training

Work, Welfare, and Family: Current Policy Dilemmas

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Edin, Kathryn and H. Luke Shaefer. (2015). *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt

- Seefeldt, K. S. (2016). *Abandoned Families: Social Isolation in the Twenty-First Century*. New York: Russell Sage Foundation.
- Amato, P.R. and R. Maynard (2007). "Decreasing Nonmarital Births and Strengthening Marriage to Reduce Poverty." *Future of Children* 17.
- Sheely, A. (2012). Devolution and welfare reform: Re-evaluating success. *Social Work*, 58, 321-331.
- Sugrue, T.J. (1996). Ch. 2 and Ch. 3. In: *Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*.
- Lambert, S. (2008). "Passing the buck: Labor flexibility practices that transfer risk onto hourly workers." *Human Relations*, 61, 1203-1227.
- Danziger, S. K. (2010). "The decline of cash welfare & implications for social policy & poverty." *Annual Review of Sociology*, 36, 523-545.
- Pimpare, S. (2014). Welfare reform at 15 and the state of policy analysis. *Social Work*, 58, 53-62.

October 20 (Session 8): Addressing Human Needs: Food and Nutrition. Housing and Community Development

Meeting Basic Needs through Policy and Practice. Food and Nutrition, Homelessness and Housing Policy.

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- William, E. (2018). An asset-building agenda for the twenty-first century: giving families something to live for, *Journal of Children and Poverty*, DOI: 10.1080/10796126.2018.1493802
- Edin, Kathryn and H. Luke Shaefer. (2015). *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt.
- Gallagher, J. (2010). Detroit Today (Ch. 2) and Potential and Problems in Urban Agriculture (Ch. 3). In: *Reimagining Detroit: Opportunities for Redefining an American City*.
- Walker, R., Keane, C., & Burke, J. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. *Health and Place*, 16, 876-884.
- Manzo, L, R. Kleit, D. Couch. (2008). Moving Three Times Is Like Having Your House on Fire Once": The Experience of Place and Impending Displacement among Public Housing Residents. *Urban Studies*, 45, pp. 855-1878.

October 27 (Session 9): Addressing Human Needs: Physical and Behavioral Health

Health and Mental Health Services and Policy

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Kaiser Family Foundation, Summary of Affordable Care Act
<http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Michener, J. (2017). People, Places, Power: Medicaid Concentration and Local Political Participation. *J Health Polit Policy Law*, 42(5), 865-900.
- Kurzweil, R.C. (2014) "Justice is What Love Looks Like in Public": How the Affordable Care Act Falls Short on Transgender Health Care Access, 21 *Wash. & Lee J. Civ. Rts. & Soc. Just.* 196.
- Andrews, C. (2014). Unintended Consequences: Medicaid Expansion and Racial Inequality in Access to Health Insurance. *Health Social Work*, 39, 131-133.
- Buck, J.A. (2011). The looming expansion and transformation of public substance abuse treatment under the Affordable Care Act. *Health Affairs*, 30, 1402-1410.
- Druss, B.G., Wang, P.S., & Kessler, R.C (2011). Mental health service utilization in the United States: Past, present, and future. In: Cohen, N., & Galea, S. (Eds.) *Population Mental Health: Evidence, policy, and public health practice*. London: Routledge.
- Frank, R., Beronio, K., & Glied, S. (2014). Behavioral Health Parity and the Affordable Care Act. *Journal of Social Work in Disability & Rehabilitation*, 13, 31-43.
- Mark, T.L., et al. (2011). Changes in U.S. spending on mental health and substance abuse treatment, 1986-2005, and implications for policy. *Health Affairs*, 30, 284-292.
- Mechanic, D. (2008). The Development of Mental Health Policy in the United States (Ch. 5). In: *Mental Health and Social Policy: Beyond Managed Care*. Boston: Pearson.
- Mechanic, D., & Grob, G.N. (2011). Social policy and the American mental health system of care. In: Cohen, N., & Galea, S. (Eds.) *Population Mental Health: Evidence, policy, and public health practice*. London: Routledge.
- Mechanic, D. (2012). Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system. *Health Affairs*, 31, 376-382.

November 3 (Session 10): NO CLASS. ELECTION DAY!

Vote! Participate! Make change!

November 10 (Session 11): Medicaid and Medicare

Social Policy for Older Americans. Medicaid and Medicare.

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Abramovitz, M. (2018). *Regulating the Lives of Women*. London: Routledge. Chapter 8 (Old Age Insurance)
- Blanco, L., Aguila, E., Gongora, A, Duru, K.O. (2017). Retirement Planning Among Hispanics: In God's Hands?, *Journal of Aging & Social Policy*, 29(4), 311-331, DOI: 10.1080/08959420.2016.1272161
- McNamara, T. & Williamson, J. (2014). "Ageism's many forms: Institutional, unintended, and reverse." In *The New Politics of Old Age Policy* (3rd. Ed.), Chapter 13 (pp. 254-270). Baltimore, MD: Johns Hopkins University Press.
- Brennan-Ing, M., Seidel, L., Larson, B., & Karpiak, S. (2014). Social Care Networks and Older LGBT Adults, Challenges for the Future, *Journal of Homosexuality*, 61:1, 21-52, DOI: 10.1080/00918369.2013.835235
- Hudson, R., & Gonyea, J. (2012) Baby Boomers and the Shifting Political Construction of Old Age. *The Gerontologist*, 52, 272-282.
- Wacker, R.R., & Roberto, K.A. (2014). On the Threshold of a New Era (Ch.1) and Legislative Foundations for Programs, Services, and Benefits Supporting Older Adults (Ch.2). In: *Community Resources for Older Adults*.

November 17 (Session 12): The Next Generation

Policies and Services for Children

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Baker, R.S. (2015), The Changing Association Among Marriage, Work, and Child Poverty in the United States, 1974–2010. *Fam Relat*, 77: 1166-1178. doi:10.1111/jomf.12216
- Pascoe, J. M, Wood, D. L, Duffee, J. H, & Kuo, A. (2016). Mediators and Adverse Effects of Child Poverty in the United States. *Pediatrics* (Evanston), 137(4), e20160340. Journal Article, United States: American Academy of Pediatrics (AAP).
- Raissian, Kerri M, & Bullinger, Lindsey Rose. (2017). Money matters: Does the minimum wage affect child maltreatment rates? *Children and youth services review*, 72, 60–70. Elsevier BV.

- Trattner, W. (1999). Child Welfare (Ch. 6). In: From Poor Law to Welfare State, 6th Edition: A History of Social Welfare Policy. Free Press.
- Staller, K. M. (2010). Children's rights, family rights: Whose human rights? *International Review of Qualitative Research*.
- McGowan, B. G. (2005). Historical evolution of child welfare services. In Mallon G.P. & Hess P.M. (eds.) *Child Welfare for the 21st Century*. NY: Columbia U. Press, pp. 10-46.
- Scherrer, J.L. (2012). The United Nations Convention on the Rights of the Child as policy and strategy for social work action in child welfare in the United States. *Social Work, 57*, 11-22.
- Boots, S. W., Macomber, J. & Danziger, A. (2008). *Family Security: Supporting Parents' Employment and Child Development*. Washington, D.C.: The Urban Institute.
- 2020 National Kids Count Data Book from Annie E. Casey Foundation

December 1 (Session 13): Get up! Stand up! Inequality, Opportunity and Civil Rights

Ongoing social justice challenges

Refer to Modules on CANVAS for assigned readings and videos

- Steinman, E. (2019) Why was Standing Rock and the #NoDAPL campaign so historic? Factors affecting American Indian participation in social movement collaborations and coalitions, *Ethnic and Racial Studies, 42:7*, 1070-1090, DOI: 10.1080/01419870.2018.1471215

December 8 (Session 14): All Social Work is Political: Ongoing Social Justice Challenges

Immigration Policy, Human Trafficking & LGBTQIA+ Rights

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Daftary, A-M. (2018). Confronting Immigration Myths with the Reality: A Necessary Perspective for Culturally Grounded Social Work Practice, *Smith College Studies in Social Work, 88:2*, 96-114, DOI: 10.1080/00377317.2018.1437995
- Dreby, J. (2015). US immigration policy and family separation: The consequences for children's well-being. *Social Science & Medicine, 132*, 245-251.
- Zayas, L.H., & Bradley, M.H. (2014). Exiling children, creating orphans: When immigration policies hurt citizens. *Social Work, 59*, 167-175.
- Androff, D.K., & Tavassoli, K.Y. (2012). Deaths in the desert: The human rights crisis on the U.S.-Mexico border. *Social Work, 57*, 165-173.

- Carlson, B.E., Cacciatore, J., & Klimek, B. (2012). A risk and resilience perspective on unaccompanied refugee minors. *Social Work, 57*, 259-269.
- Sanders, L., et al. (2013). Grassroots responsiveness to human rights abuse: History of the Washtenaw Interfaith Coalition for immigrant rights. *Social Work, 58*, 117-125.
- Balestrery, J. E. (2017). AH| STORY OF COMMUNITY. *Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors, 3*.
- Ditmore, M. (2015). Trafficking in lives: How ideology shapes policy. In *Trafficking and prostitution reconsidered* (pp. 149-168). Routledge.
- Lewis, M. M., & Kern, S. (2018). Using Education Law as a Tool to Empower Social Justice Leaders to Promote LGBTQ Inclusion. *Educational Administration Quarterly, 0013161X18769045*.
- Veldhuis, C.B., Drabble, L., Riggle, E.D.B. et al. (2018). We Won't Go Back into the Closet Now Without One Hell of a Fight": Effects of the 2016 Presidential Election on Sexual Minority Women's and Gender Minorities' Stigma-Related Concerns, *Sex Res Soc Policy, 15*(12). <https://doi.org/10.1007/s13178-017-0305-x>
- Weitzer, R. (2015). Human trafficking and contemporary slavery. *Annual review of sociology, 41*, 223-242.
- Hodge, D.R. (2014). Assisting victims of human trafficking: Strategies to facilitate identification, exit from trafficking, and the restoration of wellness. *Social Work, 59*, 111-118.
- Lemke, M. (2018). Educators as the "Frontline" of Human-Trafficking Prevention: An Analysis of State-Level Educational Policy, Leadership and Policy in Schools, DOI: 10.1080/15700763.2017.1398337

c. Assignments

Assignment	Points	Due Date
Historical Eras Write-up	10	10/13/20
Policy Worksheet	25	11/10/20
Letter Writing	15	12/1/20
Discussion Posts	25	12/1/20*
Final Exam	25	12/15/20

Your grade will be based on several assignments as well as a final exam (provided by December 1st). Additional Assignment instructions referring to the policy worksheet, letter writing assignment and final exam will be posted on Canvas.

Due dates: Assignments are to be submitted on CANVAS by 11:59pm on the assigned due date. After the due date, 1 point will be deducted per day each day late from your grade on the assignment, with a maximum of 5 points deducted for a late submission.

Historical Eras (in class presentations):

September 29th groups 1 and 2 will present
October 6th groups 3 and 4 will present

After your group presents, please write a brief one page summary regarding your particular section that you presented on in class and what you learned that was helpful to broaden your understanding of social welfare policy. Summaries need to be submitted by 11:59pm on 10/13/20.

Discussion Posts:

The final due date of 12/1/2020* reflects when the last discussion post is due. However, almost each week you will be expected to post your response to a question related to the book Dark Money by Monday at 11:59pm before the next day's class. Please refer to the Modules listed on Canvas.

d. Attendance and Class Participation

Attendance: Attendance is necessary for participation to occur but attendance alone is not enough –you have to actively engage – ask and answer questions, make comments. If you are to miss more than 1 class during the semester, you will need to speak with me, as an additional writing assignment will be required of you.

Typically each week we'll have some combination of lecture, small group discussion and full class discussion. Lecture outline will be posted on CANVAS before the night of the lecture. Each week there will be assigned readings. As we progress through the semester, I will begin to highlight readings based on our class discussions. Each week, in discussion you will be asked about the core concepts and relevant implications of these concepts. Core concepts should link from one week to the next in the sense that you should be asking yourself (and me) how the current week's content relates to what we already learned. The goal of the discussions is to create an active learning context in which each week's content is actively linked to prior content so that by the end of the semester, students will have a linked memory structure, facilitating later recall and use of the material in class and in the field.

****Health-Related Class Absences****

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is not required.

Please refer to the MSW Student Guide for policies related to attendance and class participation found here:

<https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance>

e. Grading

The Grading Scale is:

A = 100% - 95%

A- = 94% - 90%

B+ = 89% - 86%

B = 85% - 83%

B- = 82% - 80%

C+ = 79% -76%

C = 75% -73%

C- = 72% - 70%

A+ is reserved for exceptional work.

Please refer to the MSW Student Guide for additional questions on grading and grading for special circumstances:

<https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-instruction>.

<https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances>.

f. Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

Safety & Emergency Preparedness:

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services

School of Social Work | Room 1748

734-936-0961

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Mental Health and Well-being:

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult

University Health Service (UHS) at (734) 764- 8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Teaching Evaluations:

In general, teaching evaluations can help faculty improve their classroom performance and provide important information for decisions about re-appointment, promotion, tenure, salary, and awards. All of the schools and colleges have teaching evaluation tools to meet these objectives. Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of Names and Pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

Accommodations for Students with Disabilities:

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available [here](#). Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall
505 South State St.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu

Religious/Spiritual Observances:

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

Military Deployment:

Please refer to the following University website, if you are to be deployed at any point during the semester: <http://vets.umich.edu/life-at-michigan/military-deployment/>

Writing Skills and Expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

SSW Writing Assistance
Career Services (Room 1696)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Academic Integrity and Plagiarism:

Please consult the Student Guide <http://www.ssw.umich.edu/studentGuide/> [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports, assessments or assignments. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. If you are in doubt, cite! Plagiarism can be grounds for expulsion from the School. A useful web resource on academic integrity can be found at: <http://www.lib.umich.edu/acadintegrity/>

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.