SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course Syllabus

SW 530 Introduction to Social Welfare Policy and Services
Fall 2020

Section 006: Tuesday 2 – 5pm (Zoom: https://umich.zoom.us/j/92207281618)

Section 011: Tuesday 6 – 9pm (Zoom: https://umich.zoom.us/j/92219969752)

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Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

COURSE STATEMENT

1. 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 support, health care, child welfare, 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 relation to 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).

2. 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 support, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation
- community service programs.

3. Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

COMPETENCY 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination.

5.3 engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

8.1 analyze, formulate, and advocate for policies that advance social well-being.

COMPETENCY 9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

4. Course Objectives

Upon completion of the course, students will be able to:

A. 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).

B. 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).

C. 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).

D. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including for example, 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).

E. Discuss and critically analyze current debates, trends, and ethical issues in some specific fields of service presented in the course including the implications for social work practice and promoting social justice and social change (Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1).

5. 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. Due to COVID-19, the course is taught completely online.

6.   Relationship of the Course to Four Curricular Themes

- Multiculturalism and 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.

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

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

- Behavioral and Social Science Research. Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

7. Relationship of the Course to Social Work 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.

8. Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are

consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

CLASS REQUIREMENTS

a. Course Materials

The course is organized by weekly *module.* Each module is composed of three components: *pre-session, live-session, and post-session.* The format for each module is almost the same. In overview:

Pre-session (asynchronous) consists of activities to be conducted by students before the corresponding live-session, including:
- *Read.* Weekly reading assignments.
- *Watch/Listen.* Video and podcast, including recorded lectures.
- *Do.* Worksheet and activities to be followed-up in live-sessions.
- *Post.* Discussion threads requesting your response. A minimum number of responses during the semester is required (see handout "Pre-session Posting").
- *Supplement.* These materials are extra for further reading/viewing/listening.

Note: Some modules do not have all the 5 items.

Live-session (synchronous) is held at the specified class time. You have to log in Zoom by the time the class begins.
- *Zoom link* is in Canvas. You must *sign in using umich.edu email account.* Please turn and leave your camera on if you can.
- Live-session activities include small and large group discussion, debate, guest lecture, and others. All live-sessions are recorded and accessible via Canvas. Recordings of class activities cannot be shared with members outside of the class without prior consent from all students in the class.
- Buddy groups (see handout "Buddy Group") have time to meet at the end of each live-session. No need to record these meetings.

Post-session (asynchronous) are activities/reminders to keep you on track.

b. Non-Module Course Materials

News Media. The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. Be careful to *distinguish news reports and commentary/opinion/advocacy pieces.* Here are some recommended media sources:

- *Major newspapers:* the New York Times (www.nytimes.com), Washington Post (www.washingtonpost.com), Wall Street Journal (although focused on business issues, often has very good feature articles on domestic policy), Los Angeles Times, Weekly Standard, etc..

- *News reports and feature shows*: The PBS News Hour, National Public Radio, MSNBC, CNN, ABC Nightline, CBS, ABC, BBC, Al Jazeera etc.. The PBS News Hour (https://www.pbs.org/newshour/) has extensive links to additional materials. National Public Radio is also readily available online, and can be accessed locally via WKAR-FM

(90.5) or WUOM-FM (91.7) or online. "All Things Considered" and/or "Morning Edition" on National Public Radio are good sources for current issues. New York Times podcast the Daily often has in-depth discussion of ongoing and emerging policy issues. Don't forget the local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com http://www.mlive.com/#/0.

- *On line news magazines:* The Atlantic Monthly, Time, New Yorkers, the Economist, U.S. News & World Report, The New Republic etc.

Books. They are recommended but not required. All are available from our library.

(1) Reisch, Michael (Ed) (2018). *Social Policy and Social Justice: Meeting the challenges of the diverse society.* 3rd Edition Cognella Publishers.

(2) Stern, Mark J. (2015). *Engaging social welfare: An introduction to policy analysis.* New York: Pearson Education.

(3) DiNitto D. & Johnson, D. (2016). *Social welfare: Politics and Public policy (8ʰ ed.).* Pearson.

(4) Edin, Kathryn and H. Luke Shaefer. (2015). *Two dollars a day: Living on almost nothing in America.* New York: Houghton Mifflin Harcourt.

(5) Seefeldt, Kristin S. (2016). *Abandoned families: Social isolation in the 21ˢᵗ century.* Russell Sage Foundation.

c. **Class Schedule** (The schedule and content may change. The Canvas course site has the most updated information.)

Date	Topic	Pre-session	Live-session	Post-session
9/1/20 (wk #1)	Course Overview What is just?	Read-1: • Syllabus Watch-1: • Hello! Welcome to SW530 • Course overview Do-1: • Allocation Worksheet Post-1 (Required): • Hello Classmates! Supplement-1: • Seefeldt, What shapes U.S. social welfare policy: Beliefs, myths, & values (https://umich.zoom.us/rec/share/y8FaJrar32RIGpGct33GVLwYIYrkeaa8g3Ab-vsLzhsUvYA1Ll_CflBzdZB7O-CT?startTime=1597765642000) (12 min)	Know your classmates Establish group norms Allocation exercise	Connect to people you want to form buddy group with.
9/8/20 (wk #2)	Land, Legacies, & Policy	Read-2: • Staller, (2020): Chapter 1 Land Acknowledgment and Legacies Listen-2: • Decolonize Social Work Episode 6: Decolonization, Explained for Social Work (1 hr) (http://decolonizesocialwork.org/episode/decolonization-explained-social-work) Do-2: • Land, Legacies & Policy Worksheet Post-2: • UM 'gift' and Nestle water Supplement-2: • Watch: The Indian Problem (https://www.youtube.com/watch?v=if-BOZgWZPE) • Grafton, A. (2017) Rethinking the Native American Land "Gift" to the University of Michigan (https://mystudentvoices.com/rethinking-the-native-	Current Events Discussion Discussion of reading/viewing material for the week Small group activity	Submit your buddy group composition

		american-land-gift-to-the-university-of-michigan-64e0a972e2b8)		
9/15/20 (wk #3)	Election and Voting Rights Fake news	Read-3: • Staller (2020). Federal elections and voting rights Watch-3: • Why the electoral college exists (https://www.youtube.com/watch?v=WlYyC5-xv_A) • Gerrymandering, explained (https://www.youtube.com/watch?v=bGLRJ12uqmk) • THE VOTE: Ongoing fight (https://www.pbs.org/wgbh/americanexperience/features/vote-ongoing-fight/) • Giordani, Fake news (10 min) Listen-3: • John Lewis Fought For Voting Rights His Entire Life. Why His Work Is Still Unfinished (https://www.npr.org/2020/07/28/896108538/john-lewis-fought-for-voting-rights-his-entire-life-why-his-work-is-still-unfini) Do-3: • Worksheet on Voting Rights Post-3: • Voting rights Supplement-3: • ACLU (2020). Block the vote: Voter suppression in 2020 (https://www.aclu.org/news/civil-liberties/block-the-vote-voter-suppression-in-2020/) • Glory (from Motion Picture Selma, performed at the Oscar Awards) (https://www.youtube.com/watch?v=H9MKXR4gLjQ) • How to identify fake news in 10 steps (1-page handout)	Current Events Discussion Discussion of reading/viewing material for the week Small group activity Guest speaker: James Giordani on fake news Buddy group meet-up (plan election activities)	Post your team plan of election activities
9/22/20 (wk #4)	U.S. Government Structure & Policy Making Approaches to Social Welfare Programs	Read-4: • U.S. Constitution (https://www.usconstitution.net/const.pdf) (particularly Articles I through III) () • Staller (2020): US Constitution: Structure of government • Staller (2020): U.S. Government & Policy Making Watch-4:	Current Events Discussion Discussion of reading/viewing material for the week	Begin working on policy worksheet

		• Weaver, What is social welfare policy and why do social workers care (20 min) • Seefeldt, Frameworks for thinking about Social Welfare Program (9 min) Do-4: • Worksheet on government structure, policy making & welfare program approaches Post-4: • LESSON questions Supplement-4: • How does a bill become a law (https://www.usa.gov/how-laws-are-made#item-213608)	Small group activity Buddy group meet-up	
9/29/20 (wk #5)	Government Budgets & Taxes for Social Workers	Read-5: • Staller, K. M. (2018). "Federal and state budget basics for social workers: Social welfare impact and social justice implications." • Tax Policy Center. What are the largest tax expenditures? Watch-5: • Seefeldt, Budget Lecture (8 min) • Why so much debt? (http://video.pbs.org/video/2296663487/) Do-5: • Submit topic for your Policy Worksheet • The Fiscal Ship Post-5: • Fiscal ship experience	Current Events Discussion Discussion of reading/viewing material for the week Small group activity Buddy group meet-up	Continue working on Policy Worksheet
10/6/20 (wk #6)	Origins of Social Welfare & Lasting Influences	Read-6: • Reisch (2018). U.S. social policy and social welfare: A historical overview." Pp. 53-72 • Carlton-LaNey (2019). African American social welfare history. Watch-6: • Li, From Poor Laws to Progressive Era • Women of Hull House Post-6: • LESSON Questions Supplement-6: • Abramovitz (1996). Women and the Poor Laws in colonial America.	Current Events Discussion Discussion of reading/viewing material for the week Small group activity: policy worksheet group meeting Buddy group meet-up	Post progress of your team election activities Continue working on Policy Worksheet

		▪ Watch: Heart of Basset Place ▪ Carlton-LaNey (1999). African American social work pioneers' response to need.		
10/13/20 (wk #7)	Birth of Welfare State & Structural Exclusion	Read-7: • Reisch, Michael (2018). "U.S. Social Policy and Social Welfare: A historical overview." Pp. 71-83 • Staller (2020) Chapter 4 Creation of Welfare State & Social Security Net Watch-7: • FDR: New Deal Program (https://www.pbslearningmedia.org/resource/pres10.socst.ush.dww.newdeal/fdr-new-deal-programs/) • LBJ and the Great Society (https://www.pbslearningmedia.org/resource/pres10.socst.ush.now.greatsociety/lbj-and-the-great-society/) • Given a Chance (1 hr) Post-7: • LESSON Questions Supplement-7: • Betten & Mohl (1986). From discrimination to repatriation: Mexican life in Gary, Indiana, during the Great Depression. • Watch: Harry Hopkins at FDR's side • Rose (1990). Discrimination against women in the New Deal programs. • Harrington (1962). The invisible land.	Current Events Discussion Discussion of reading/viewing material for the week Small group activity: policy worksheet group meeting Buddy group meet-up	Continue working on Policy Worksheet Policy worksheet group uses Canvas and other means to share resources and ideas
10/20/20 (wk #8)	The Vanishing Welfare State & Privatization	Read-8: • Reisch, Michael (2018). "U.S. Social Policy and Social Welfare: A historical overview." Pp. 83-98 • Edin & Shaefer (2015) *Welfare is Dead.* (Chapter 1) In $2.00 a Day: Living on Almost Nothing in America. • Blakemore (2018). How the Black Panthers' breakfast program both inspired and threatened the government (https://www.history.com/news/free-school-breakfast-black-panther-party) Watch-8: • Welfare and the politics of poverty (https://www.youtube.com/watch?v=Y9lfuqqNA_g) Listen-8:	Current Events Discussion Discussion of reading/viewing material for the week Small group activity Buddy group meet-up	Continue working on Policy Worksheet

		• Reveal Podcast: A welfare check (https://www.revealnews.org/episodes/a-welfare-check/) • Doin' the Work: Frontline Stories of Social Change Episode 20: Anti-Poverty Organizing (https://dointhework.podbean.com/e/anti-poverty-organizing-ocesa-keaton-msw/) Post-8: • LESSON Questions Supplement-8: • Abramovitz & Hopkins (1983). Reaganomics and the Welfare State.		
10/27/20 (wk #9)	Social Work Profession: Development & Enduring Tensions	Read-9: • Park, Yoosun (2008). Facilitating Injustice: Tracing the Role of Social Workers in World War II Internment of Japanese Americans. Social Service Review, 82 (3): 447-483. Watch-9: • Problem-oriented policing: where social work meets law enforcement (https://www.youtube.com/watch?v=wK8glFZuQw8) Listen-9: • Doin' the Work: Frontline Stories of Social Change Episode 27: White Supremacy in Social Work (https://dointhework.podbean.com/e/white-supremacy-in-social-work-charla-cannon-yearwood-lsw-and-laura-hoge-lcsw/) • Both/And or Either/Or: Social Work & Policing (https://socialworkpodcast.blogspot.com/) Post-9: • Social work & policing Supplement-9: • Shoemaker (1998). Early conflicts in social work education. • Watch: Policing Project (2019) Re-imagining Community Engagement: A Social Work Approach (https://www.policingproject.org/news-main/2019/4/17/a-social-work-approach-to-re-imagining-community-engagement)	Current Events Discussion Discussion of reading/viewing material for the week Small group activity Buddy group meet-up	Continue working on Policy Worksheet

11/3/20 (No live-session) (wk #10)	Election Day	Final stretch of your team's election activities.	VOTE!	Policy Worksheet DUE NEXT WEEK (11/10/20)

11/10/20
 	
(wk #11)
	Poverty & Inequality	Read-11:
		  ▪ Edin & Shaefer (2015) Chapter 4 "By Any Means Necessary." In $2.00 a Day: Living on Almost Nothing in America.
		  ▪ Rector & Sheffield (2011). Understanding poverty in the US: Surprising facts about American's poor.
		Watch-11:
		  ▪ Seefeldt, Understanding poverty, income inequality, and policy (15 min)
		  ▪ Seefeldt Anti-poverty and income redistribution (15 min)
		  ▪ Seefeldt, Income inequality (5 min)
		  ▪ Explained: The Racial Wealth Gap (https://www.youtube.com/watch?v=Mqrhn8khGLM) (16 min)
		Do-11:
		  ▪ Submit Policy Worksheet via Canvas
		  ▪ Who gets the candy?
		Post-11:
		  ▪ LESSON questions
		Supplement-11:
		  ▪ Watch: Inequality for All
		  ▪ Racial Economic Inequality & Solutions (https://inequality.org/facts/racial-inequality/)
		  ▪ Institute for Policy Studies (2017). The souls of poor folk: A preliminary report (https://www.poorpeoplescampaign.org/wp-content/uploads/2017/12/PPC-Report-Draft-1.pdf)
		  ▪ Center on Budget & Policy Priorities (2019). The Earned Income Tax Credit (https://www.cbpp.org/research/federal-tax/policy-basics-the-earned-income-tax-credit)
			Current Events Discussion
			
			Discussion of reading/viewing material for the week
			
			Small group activity
			
			Buddy group meet-up
				Post reflection of your team evaluation activities

11/17/20 (in-class)	Neighborhood & Housing	Read-12: • Desmond (2017). Housing.	Current Events Discussion	

(wk # 12)		• Berkovitz (2020). Environmental racism has left Black communities especially vulnerable to COVID-19 (https://tcf.org/content/commentary/environmental-racism-left-black-communities-especially-vulnerable-covid-19/?session=1) Watch-12: • Zac Fosler- Affordable Housing • Poverty, Politics and Profit (http://www.pbs.org/video/poverty-politics-and-profit-bhkmpo/) Do-12: • Browse AVALON housing website (https://www.avalonhousing.org/about-us/) Post-12: • LESSON questions	Discussion of reading/viewing material for the week Guest speaker: Aubrey Patino on AVALON housing Small group activity Buddy group meet-up	
		Thanksgiving Break		

12/1/20 (wk #13)	Complex Welfare State: Health Policy as Case Study	Read-13:
		• Berwick (2020). The moral determinants of health (https://jamanetwork.com/journals/jama/fullarticle/2767353)
		Watch-13:
		• Weaver, Health & Mental Health
		   o Policy Frameworks (5 min)
		   o Reform in Action (15 min)
		   o Current Debates (4 min)
		• PBS NewsHour (2020, July 24). Alabama's racial disparities in health outcomes predate pandemic. (https://ww2.pbs.org/video/covid-race-1595629312/)
		Listen-13:
		• Kaiser Health News Podcast: KHN's 'What the Health?' 'Medicare for All' for Dummies (https://khn.org/news/podcast-khns-what-the-health-medicare-for-all-for-dummies/)
		Post-13:
		• LESSON questions
		Supplement-13:
			Current Events Discussion
			
			Discussion of reading/viewing material for the week
			
			Small group activity
			
			Buddy group meet-up
				FINAL EXAM DISTRIBUTED

		• Rudowitz, R., Garfield, R., Hinton, E., & Damico, A. (2020, June 12). Understanding the intersection of Medicaid, Work, and COVID19. Kaiser Family Foundation Issue Brief. (https://www.kff.org/coronavirus-covid-19/issue-brief/understanding-the-intersection-of-medicaid-work-and-covid-19/) • PBS NeswHour (Mar 29, 2019). Why a federal judge turned down Medicaid work requirements (https://www.pbs.org/newshour/show/why-federal-judge-turned-down-work-requirements-for-medicaid-in-two-states)		
12/8/20 (wk # 14)	Activism to Policy	Read-14: • Staller, Sixties movement, protests, and policy Watch-14: • PBS Latino Americans, Ep. 5: Prejudice and Pride (Migrant Farmer Rights to VRA) OR After Stonewall • Poor People's Campaign (https://www.poorpeoplescampaign.org/about/our-demands/) • John Lewis Last Words read by Morgan Freeman Listen-14: • The NPR Politics Podcast June 14, 2020: It's been a minute: 'Not Just Another Protest' (https://www.npr.org/2020/06/14/876837412/its-been-a-minute-not-just-another-protest) Post: • LESSON questions Supplement-14: Cynthia Erivo - "Stand Up" (https://www.youtube.com/watch?v=g3HICKj-4Zs)	Current Events Discussion Discussion of reading/viewing material for the week Small group activity Buddy group meet-up	FINAL EXAM DUE 12/11/20

d. Assignments and Grading

A) **Policy Report Worksheet (Due Nov.10, 20%).** See 'Policy Worksheet' handout for instruction.

B) **Final Exam (Due Dec. 11; 30%).** The final is a take-home exam in essay question format. The exam will be short answer essays, covering material in readings and emphasized in class lectures, handouts and discussion. It will review material from the whole semester and there will be choices in which essays you answer. Distributed December 1st.

C) **Buddy group (throughout semester; 20%).** You will be in a buddy group of 5 (4-6) throughout the semester. Two specific tasks are given to buddy groups: (1) design and implement election-related activities, (2) meet up after live-session to share and reflect. A minimum number of posting is required in relation to the two tasks. See 'Buddy Group' handout for instruction.

D) **Pre-session posting (throughout semester; 20%).** Each student is required to post initial responses and respond to classmates' posts prior to corresponding live sessions. See 'Pre-session Posting' handout for instruction.

E) **Live-session participation (throughout semester; 10%).** Student are expected to attend all live-sessions. If you have to miss one, please notify the instructor before the session by email. All live-sessions will be recorded and the recordings are accessible via Canvas. Ample opportunities will be given for students to participate during live-sessions, including short, in-class exercises and break-out group discussion.

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization and respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from and may still reflect biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect.

d. Assignment Submission Procedure

Policy worksheet and final exam should be submitted via canvas-Assignment (attached as a MS word document). The submission closes at 11:59 pm on the due date. Late submission cannot get through the system. With legitimate reasons, I may consider accepting late submission but points may be deducted. In general, I don't allow rewriting of a graded assignment but I am happy to meet with you to discuss the assignment before it's due. I will grade your assignments submitted on line anonymously. Please put your student ID, not your name, on the first page of your paper. After I have read and graded all the papers and exams, I will determine which paper belongs to whom.

<u>Grades</u>

The criteria for each grade are as follows:

A+, A,   Superlative mastery of subject content, demonstration of critical analysis,
A-   creativity and/or complexity in completion of assignment. The difference
between A and A- is based on the degree to which excellence in these skills are
demonstrated.

B+   Mastery of subject content beyond expected competency, but has not
demonstrated additional critical analysis, creativity or complexity in the
completion of the assignment.

B   Mastery of subject content at level of expected competency – meets course
expectations

B-   Less than adequate competency, but demonstrates student learning and potential
for mastery of subject content.

C or C- Demonstrates a minimal understanding of subject content. Significant areas
needing improvement to meet course requirements.

F   Student has failed to demonstrate minimal understanding of subject content.

Notes on Grading:

1. It is best not to assume you will receive an "A" in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were "A" students as undergraduates there will be a natural and necessary redistribution at the graduate level.

2. In general, I do accept challenges to grades. However, challenges must be <u>in writing</u> (not verbal); must be <u>specific</u>, and must be based on <u>substantive</u> arguments not on nebulous references to "fairness." The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

<u>Grade and Points Conversion</u>

Grade	Points
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79

e. General Expectations for Written Work

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Students are expected to avoid "language that might imply sexual, ethnic, age or other kinds of discrimination, stereotyping, or bias" (*Health and Social Work, 11:3*, Summer 1986).

f. Plagiarism

Representing someone else's words, statements, ideas or works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

http://ssw.umich.edu/msw-student-guide/section/1.12.00

Another helpful resource can be found at: **http://guides.lib.umich.edu/swintegrity**

Note that using Web resources increases the risk of "accidental plagiarism." So be careful of how you use such resources.

CAMPUS INFORMATION AND RESOURCES

Writing Assistance

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **U-M SSW Career Services office**. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call 734-763-6259. You can find helpful resources linked from ssw.umich.edu/writing-help

In addition, the **Sweetland Writing Center** (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: http://www.lsa.umich.edu/sweetland/.

Finally, another resource is the **English Language Institute**: http:www.lsa.umich.edu/eli/.

Students with Disabilities

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University's Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, 734-763-3000. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price, LMSW in the Office of Student Services (ndp@umich.edu) for further information.

Religious Observation

The University of Michigan, as an institution, does not observe religious holidays, however 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.

Health and Wellness Services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocate Nyshourn Price listed above.

Online learning and Tech support

We are using online remote teaching and learning for this class. This is new to the instructor and probably some students. Please refer to the handout "Online Learning Essentials" [in Canvas] to prepare yourself for online learning. Please call **734-764-HELP** or email 4help@umich.edu for general technical support with Canvas, Kaltura, Zoom or BlueJeans. Additionally, SSW-IT can be reached by emailing ssw.av@umich.edu

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 she uses your correct name and pronouns. There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level).

Emergency

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 two 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-ADAcompliance@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/.

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.

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.

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.