

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 Syllabus

Course Title:	Introductions to Social Welfare Policy and Services
Course #/Term:	SW 530 (Section 09), Fall 2020
Time and Place:	Wed 9:00-12:00 Eastern Standard Time Zone
Remote:	Asynchronous (Flipped) + Synchronous Gathering (Zoom - Wed 9-11 EST)
Credit Hours:	3
Prerequisites:	None
Instructor:	Karen M. Staller, Ph.D., J.D.
Pronouns:	She, her, hers
Contact Information:	kstaller@umich.edu (expect response within 72 hours) Voicemail (734) 763-5769
Office Hours:	Open House Zoom Drop-In (Wednesdays 11:00-noon) or By Appointment

*Injustice anywhere is a threat to justice everywhere.
We are caught in an inescapable network of mutuality, tied in a single garment of destiny.
Whatever affects one directly, affects all indirectly.*

- Martin Luther King

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).

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 community service programs.

Course Competencies: 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

Course Objectives:

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 4.1, 5.1, 5.3, 6.2, 8.1, 9.1).

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.

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.

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.

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.

Additional Resources

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

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

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 a virtual appointment and supply a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call 734-647-6081 to leave a message. You can find helpful resources on writing linked from ssw.umich.edu/writing-help

In addition, the **Sweetland Writing Center** offers graduate students up to seven sessions per semester. 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 a virtual appointment at <http://www.lsa.umich.edu/sweetland/>

And the **English Language Institute** focuses on serving international students: <http://www.lsa.umich.edu/eli>

FALL 2020 REMOTE SEMESTER

Introduction

This is going to be an unusual and experimental semester. I anticipate a lot of glitches. **So, rule number one is: do not panic.** We will find a way to make things work. We will tackle new challenges as they arise. I trust you will all start the semester willing to work me and each other to make this the best experience possible.

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 as well as your team members as soon as possible so that we use your correct name and pronouns.

Online Learning and Tech support

We are using a remote model 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 or Zoom. Additionally, SSW-IT can be reached by emailing ssw.av@umich.edu

Recording Prohibited

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. As a rule, this course will NOT be recorded.

CLASS REQUIREMENTS FALL 2020

Course Modules. This class is organized by weekly instructional modules. Each module will consist of asynchronous work (which must be completed prior to class) plus synchronous gatherings (class!) for that module. The synchronous time will be divided between instructor-led material and team group work. The format and rules for each module are the same. In overview:

- **Asynchronous Module Component:**

- Each asynchronous module consists of three activities:
 - **Read** - weekly reading assignments
 - **Watch (or listen)** – recorded lecture or podcast materials
 - **Do & Post** – worksheets or activities.
- Work is to be completed **before** our synchronous class by each student.
- Deadlines:
 - Do & Post individual work must be submitted by **Wednesday 9:00am**.
 - Do & Post Team work must be submitted by **Wednesday 11:59pm**.
- Links to **all materials** are found on Canvas
- **Synchronous Class Gathering Component (9:00- 11:00ish)**
 - **Zoom link is on Canvas**
 - Meeting ID: 924 8068 2115
 - Passcode: SW530
 - Students **must** sign in through zoom using **umich.edu email accounts**
 - Attendance is mandatory**
 - Cameras on (with some exceptions)
 - Microphones muted (unless speaking!)
 - Sessions will **not** be recorded. The goal is to make them as live and interactive as possible.
 - Absences. While attendance is expected, I understand that absences may sometimes occur. If you must miss a class, you will be responsible for securing notes from a classmate. Although I will not count attendance as a grading criteria, an excessive number of absences will result in lowering your final grade as well as losing points on the team Do & Post assignments. Also be aware that the final exam will be based on class discussion. Therefore, missing this material may impact your ability to integrate and apply material on the final exam. *Of course, please contact me privately if personal matters or illness are interfering with regular synchronist class attendance.*
 - **Class Activities**
 - **Updates by instructor and Q & A**
 - Important note: questions for the instructor are best submitted PRIOR to class. This is the only way to ensure that they will be answered during our precious time together.
 - **“Team Huddles”** or Break Out Discussions
 - Check in
 - Applied content including Do & Posts
 - Reporting to class and team posting
 - **Closing Summary by Instructor. Off you go!**

Additional Materials. Canvas modules will contain two other important categories.

- **Supplemental (Extra) Material.** The extra material found in the supplemental folder might be reading, podcasts, YouTube videos, websites, etc. This is not required. The material will offer further information on the primary topic.
- **Discussion Threads.** There is a discussion thread available and linked for each week's content. Postings are not required although thoughtful, substantive posts will contribute positively to your preparation for the final examination. I urge you to start discussions with classmates, ask questions about confusing content, and post thoughts. **These postings will form the basis of the instructor's Q & A's or lecture material in class.** If there are no postings, I'll assume you are comfortable with the content for the week.

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 between news reports and editorial commentary or opinion pieces. Recommended media sources include:
 - National/International news: Newspapers. The *New York Times* (NYT) (www.nytimes.com), The *Washington Post* (www.washingtonpost.com), The *Los Angeles Times*, The *Wall Street Journal* etc.. All of these newspapers are available free to students if you log onto the university **library** website. Note my final exam questions will be drawn primarily from articles from these publications.
 - Online news magazines: The *Atlantic Monthly*, The *Weekly Standard*, *Time*, the *Economist*, *U.S. News & World Report*, *National Review*, *The New Republic* etc.
 - Other sources. The *PBS NewsHour*, *National Public Radio*, *MSNBC*, *CNN*, *ABC Nightline*, *BBC*, *Al Jazeera*, etc. The *NewsHour* is online at www.pbs.org/newshour/ and has extensive links to additional material. *National Public Radio* is also readily available online. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online.
 - Local News (Detroit Free Press; Michigan, Ann Arbor) [Mlive.com](http://www.mlive.com/#/0)
- **Recommended (but not required) Textbooks.** These are excellent sources for an overview of material.
 - Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers.
 - Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4 (any format). Used copies of Stern abound.
 - Schiele, Jerome (Ed.) *Social Welfare Policy: Regulation and Resistance Among People of Color*. Thousand Oaks: Sage
 - DiNitto D. & Johnson, D. (2016). *Social welfare: Politics and Public policy* (8th ed.). Pearson.

Important notes about assigned readings and media

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.

GRADED WRITTEN ASSIGNMENTS

There are **three** graded assignments for the course: weekly Do & Posts; a policy worksheet, and a final exam.

- 1) **Do and Posts.** Weekly. There are 13 Do and Post assignments. They are designed as **worksheets** which apply the content knowledge covered in the readings. Each of these assignments is worth a maximum of 5 points. **Two points** will be awarded to you as an individual for uploading a **thoughtful and fully completed worksheet prior to the start of class (Wednesday, by 9:00am)**. These worksheets will be the basis of your Team Huddle discussion during breakout sessions. Each team will compile the best answers from their group **into a single document (due Wednesday before 11:59pm)**. The instructor will award from **1-3 additional points** based on the **quality of the content** of the worksheet. Together these weekly assignments constituted **50% of your final grade**.
 - a. **Individual submission (0-2pts):** Weekly, by Wed at 9:00am
 - b. **Team submission (0-3 pts):** Weekly, on Wed by midnight

- 2) **Policy Worksheet.** You will find the policy worksheet instructions distributed four weeks before its due date. (It will be posted in addition to the Do & Post assignment). The Policy Worksheet activity will take more time to complete than Do & Posts so start early. This will be graded by the instructor. **15% of final grade**
 - a. **Distributed: October 7**
 - b. **Due: November 4**

- 3) **Final Take-home Exam-** The final “take-home” exam is in essay question format. Questions will be inspired by current news. The exam is NOT a current events test but rather will involve placing current events in political and/or historical context in light of material covered, (and emphasized), in class and/or in reading assignments. The exam will be comprehensive. Samples of old final exams are available on the Canvas site. However, in reviewing old exams remember that the content of this course is dictated, to some extent, by current public discussions on social policy issues. Don’t be concerned if you see issues in old exams that we have not covered this semester. **35% of final grade**.
 - **Final Distributed in class on Dec 2nd**
 - **Due: Friday, December 11th by 11:59pm.**

The **criteria** for each grade are as follows:

A range	Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which 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 in writing (not verbal); must be specific, and must be based on substantive 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.

QUESTIONS, CONCERNS, DISCUSSION THREADS & INSTRUCTOR ACCESS

I anticipate there will be a lot of questions this semester! Questions are good! There is no such thing as a bad question. We are all in this together and this entire semester is an experiment. Let’s help each other. However, **not** all questions are best asked directly to the professor in a private email.

I’m going to ask you to think carefully about what *kind* of question you have.

Questions.

- **Technical Questions, Irritating Annoyances, Typos, or Course Improvement Suggestions.** Some questions will be technical and only the instructor can fix them such as:
 - ... a link on the module page doesn’t work, can you help? Or
 - ...there are so many typos in your chapter documents, I think you should fix these six. Or
 -I really think it would help if changed the format of the discussions.

For these, email the instructor directly. I will address them as quickly as possible for the benefit of the whole class. However, if the question is one that other students may be able to answer (i.e. what is the due date of that assignment again?) please post those through Canvas and let your classmates answer them. I will intervene if I spot incorrect information.

- **Substantive Questions** (minor and major). These questions indicate you are really engaging with the course *content*. I would ask that you first pose this type of question through the **Discussion Thread** available to you in your module each week. All student should feel free to respond to these queries by classmates. The instructor will use these threads for the substantive Q & A and lecture material at the beginning of the synchronous class.

Reaching the Instructor. You have four ways to reach me this semester.

- **Email instructor.** As noted above, you can email me directly. However, I find it difficult to engage in long, substantive email communication. Email is best reserved for short, easily answered questions. Use this approach to address small technical questions or set up a face-to-face meeting. Of course, if you have a private matter to bring to the attention of the instructor you should start with a direct email.
- **Individual meetings.** You are welcome to schedule an individual “zoom” meeting with me at a mutually convenient time. Email me to set up such an appointment.
- **Discussion Threads.** As noted, you may post questions through the discussion threads which I will read.

- **Instructor Open Hour after class.** I will host an “open house” immediately following our class gathering. They will run from the end of class until noon. Students may also use this time to meet with their team members to finish Do & Post team assignments.

“Team” Groups. You have each been randomly assigned to one of six “teams”. Depending on total class enrollment, each group should consist of 4-5 students. One student was randomly selected as the team captain. This captain is **not** responsible for more substantive work than the rest of the team members. I’m asking this person to merely start the conversation, help keep track of small group time, and assign reporting roles if necessary. The team membership will remain the same for the entire semester. So consider this your “course kin” for the semester. My hope is that you will be able to form smaller communities and feel better connected to the School, the class and each other by using this strategy.

- **Round Robin format.** I ask that all groups run using a “round robin” format. This means each student on the team has their turn to speak without interruption in rotation order. There must be at least one full rotation of all participants before beginning the next question and the next rotation. A student may decline to participate in their rotation but must be offered the opportunity. Be mindful and respectful about not taking up a disproportionate share of this group time. Notice that each member is responsible for contributing.
- **Check in.** Each small group will start with a “check in” to see how members are doing. The goal is to proceed to content when it is appropriate to do so. Of course, remember this is a policy course and not the proper place for extensive personal processing. However, give the multiple burdens being created by the pandemic and its fallout, as well as current events that impact communities of concern, this is an opportunity to support each other through ups and downs.
- **Content processing.** Groups will discuss and process the reading material content, work on the combined Do & Post assignment, and surface unanswered questions.
- **Reporting back.** Each group will report their findings or summaries to the whole class. Members should share the responsibility of making this report over the course of the semester. In addition, posting the team “do and post” assignment should not fall to the same student every week.

Course and Team Group Environments. I hope that all students will work with me to create, and foster, a learning environment that promotes professional socialization, 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.

Staller 2020 Course Overview in Brief

Module Topic, in brief	Asynchronous: Flipped Classroom Modules Complete before class: by 9am Activities, in brief <u>Read, Watch (or Listen) and Do & Post</u>	Synchronous Date and Content
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<p>One</p> <p>Introductions!</p>	<p style="text-align: center;">Completed by Sept 2 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Staller Course Overview in Brief (this document) • Staller SW 530 Course Syllabus (for reference) • Staller Historic Arc Introduction <p>Watch:</p> <ul style="list-style-type: none"> • Hello! Meet Your Instructor! • Staller -Syllabus Summary <p>Do & Post</p> <ul style="list-style-type: none"> • Survey to Instructor (private) • #1a Hello Classmates! • #1b Dividing the Pie Worksheet (2 points) 	<p style="text-align: center;">September 2</p> <p>Q& A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>Two</p> <p>Land, Legacies, & Policy:</p> <p>Foundational Roots of Structural Discrimination</p>	<p style="text-align: center;">Completed by Sept 9th at 9:00</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Staller, <i>Land Acknowledgment and Legacies</i> <p>Watch:</p> <ul style="list-style-type: none"> ▪ Seefeldt, <i>What shapes U.S. social welfare policy: Beliefs, myths, & Values</i> ▪ Seefeldt, <i>What shapes U.S. social welfare policy: Ways we provide assistance</i> <p>Do & Post</p> <ul style="list-style-type: none"> ▪ #2 Individual Worksheet on Legacies & Policy <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ▪ Elliott & Hughes <i>1619 Project</i> ▪ Hamad (2020) <i>A white damsel in distress</i> NYT ▪ <i>The “Indian Problem”</i> ▪ Podcast, <i>Decolonization, Explained for Social Workers</i> 	<p style="text-align: center;">September 9</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>

<p>Three</p> <p>U.S. Government Structure and Policy Making for Social Workers</p> <p>Election 2020</p>	<p style="text-align: center;">Completed by Sept 16th by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Staller, <i>U.S. Government & Policy Making</i> <p>Watch:</p> <ul style="list-style-type: none"> • Weaver, <i>What is social welfare policy and why do social workers care</i> • Seefeldt, <i>Frameworks for thinking about Social Welfare Policy</i> <p>Do & Post:</p> <ul style="list-style-type: none"> • #3 Individual Protests, Riots, Policing & Policy Worksheet <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ▪ Executive Order 13933 (Trump) Criminal Violence ▪ 1619 Podcast (Ch One) ▪ Hodge, <i>Understanding U.S. Government</i> (3 min) 	<p>September 16</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>Four</p> <p>U.S. Constitution as Supreme Law and Historical Record for Social Workers</p>	<p style="text-align: center;">Completed by Sept 23rd by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Staller, <i>Founding Documents & Constitution</i> • Douglass, Fredrick (1852) <i>What to the Slave is the Fourth of July?</i> (<u>Or watch</u>. Link below) <p>Watch:</p> <ul style="list-style-type: none"> • Seefeldt, <i>Introduction to U.S. Constitution</i> • Douglass, Fredrick <i>What to the Slave read by his descendants</i> (<u>Or read</u>, above) <p>Do & Post:</p> <ul style="list-style-type: none"> • #4 Individual Worksheet on Constitution <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ▪ CBS News (2019). Thomas Jefferson Descendants Together 	<p>September 23</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>Five</p> <p>Government Budgets and Taxes for Social Workers</p>	<p style="text-align: center;">Completed by Sept 30th by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Staller, <i>“Federal and state budget basics for social workers”</i> <p>Watch:</p> <ul style="list-style-type: none"> • Seefeldt, <i>Budget Lecture</i> (8 min) • Seefeldt: <i>Tax Policy</i> <p>Do & Post:</p> <ul style="list-style-type: none"> • #5 Individual Worksheet on Budget & Taxes 	<p>September 30</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>

<p>Six</p> <p>Origins of Social Work Practice and Services & Enduring Tensions</p>	<p style="text-align: center;">Completed by October 7th by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Reisch, <i>U.S. Social Policy and Social Welfare: A historical overview</i>. Pp. 52-71 ▪ Carlton-LaNey, <i>African American Social Welfare History</i> ▪ Hounmenou, C. (2012). <i>Black settlement houses and oppositional consciousness</i>. ▪ Staller, (2020). <i>Afterword: Charles Loring Brace's Legacy and Implications</i>. <p>Watch:</p> <ul style="list-style-type: none"> ▪ <i>Heart of Basset Place; and</i> ▪ <i>Women of Hull House</i> <p>Do & Post :</p> <ul style="list-style-type: none"> ▪ # 6 Individual Worksheet on History of Social Work ▪ Policy Worksheet first available (begin work) <p>Supplement (Extra)</p> <ul style="list-style-type: none"> • Staller, <i>Children's Aid Society's Neighborhood-Based Programs, 1890</i>. ▪ Park, <i>Facilitating Injustice...Japanese Internment Camps</i> ▪ Carlton-LaNey, <i>African American social work pioneers</i> 	<p>October 7</p> <p>Q&A and Updates</p> <p>"Team Huddle"</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>Seven</p> <p>Creation of the U.S. Welfare State and Structural Exclusion</p>	<p style="text-align: center;">Completed by October 14th by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Staller, <i>Creation of Welfare State & Social Security Net</i> • Reisch <i>U.S. Social Policy and Social Welfare: A historical overview</i>. Pp. 71-81 <p>Watch:</p> <ul style="list-style-type: none"> ▪ <i>Weaver Lecture on Social Security Act</i> ▪ <i>Documentary: Harry Hopkins At FDR's Side (first 45 minutes)</i> ▪ Nicols, <i>Policy Research</i> ▪ Li, <i>Fake News</i> <p>Do & Post:</p> <ul style="list-style-type: none"> • #7 Individual Worksheet on Social Security Act • Policy Worksheet continue working <p>Supplement (Extra)</p> <ul style="list-style-type: none"> • Betten & Mohl, <i>From Discrimination to Repatriation</i> • Barrow, <i>Advocacy for African Americans</i> • Longmore & Goldberger, <i>League of Physically Handicapped</i> 	<p>October 14</p> <p>Q&A and Updates</p> <p>"Team Huddle"</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>

<p>Eight</p> <p>Equality, Opportunity, and Civil Rights: Activism to Policy</p>	<p style="text-align: center;">Completed by October 21st by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>Staller Sixties Movements, Protests, and Policy</i> • Lateef, & Androff, 'Children Can't Learn on an Empty Stomach': <i>The Black Panther Party's Free Breakfast Program.</i> • <i>How the Black Panther Breakfast Program Inspired and Threatened Government</i> • <i>The souls of poor folks: A preliminary report.</i> <p>Watch:</p> <ul style="list-style-type: none"> • Documentary Choose 1 <ul style="list-style-type: none"> ○ <i>Given a Chance: (War on Poverty, Voting & Civil Rights Act)</i> OR ○ <i>PBS Latino Americans, Ep. 5: Prejudice and Pride (Migrant Farmer Rights to VRA)</i> OR ○ <i>Crip Camp</i> (on Netflix; Disability Rights to ADA) OR ○ <i>After Stonewall</i> (early Gay Rights Movement) • And watch <ul style="list-style-type: none"> ○ John Lewis's Last Words read by Morgan Freeman ○ NPR, <i>John Lewis Fought For Voting Rights His Entire Life. Why His Work Is Still Unfinished</i> <p>Do & Post:</p> <ul style="list-style-type: none"> • #8 Individual Worksheet on Activism, Movements and Policy • Policy Worksheet continue working <p>Supplement (Extra)</p> <ul style="list-style-type: none"> • Cooper, <i>Native Activism 1960s to present</i> • NPR podcast: <i>It's been a minute: Not another protest</i> • Podcast: <i>White Supremacy in Social Work</i> 	<p>October 21</p> <p>Q&A and Updates</p> <p>"Team Huddle"</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
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<p>Nine</p> <p>Judicial Advocacy, Social Movements & Patchwork Rights</p>	<p style="text-align: center;">Completed by October 28th by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Staller, <i>The Judicial Branch and Using the Courts for Social Justice Advocacy</i> <p>Watch (or Listen):</p> <ul style="list-style-type: none"> • NPR Podcast LGBTQ Employment Discrimination is Illegal • <i>What will happen to Roe v. Wade?</i> <p>Do & Post:</p> <ul style="list-style-type: none"> • #9 Individual Worksheet on judicial advocacy • Continue Working on policy worksheet <p>Supplement (Extra)</p> <ul style="list-style-type: none"> • NASW Amicus Brief in <i>Bostock v. Georgia</i> • Civics 101: A podcast starter kit: <i>The Judicial Branch</i> 	<p>October 28</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>Ten</p> <p>ELECTION</p> <p>The Vanishing Welfare State and Privatization</p>	<p style="text-align: center;">Completed by November 4th by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Edin & Shaefer (2015) <i>Welfare is Dead</i>. • Reisch, <i>U.S. Social Policy and Social Welfare: A historical overview.</i> Pp. 81-end • Alice in Michigan: A financial hardship study <p>Watch (and Listen):</p> <ul style="list-style-type: none"> • A brief history of public assistance (Professor Weaver) • Welfare reform: The creation of TANF (Professor Weaver) • The patchwork of public assistance (Professor McGuire-Jack) • Interview with frontline social service workers (Professor Jackson) • Podcast: <i>A welfare check</i> • Podcast: <i>Anti-poverty organizing</i> <p>Do & Post:</p> <ul style="list-style-type: none"> • #10 Individual Policy Worksheet Due <p>Supplement (Extra)</p>	<p>November 4</p> <p>Q& A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>

<p>Eleven</p> <p>Poverty and Inequality: Economic Inequality & the Wealth Gap</p>	<p style="text-align: center;">Completed by November 11th by 9:00am</p> <p>Read:</p> <ul style="list-style-type: none"> • Edin & Shaefer, <i>By Any Means Necessary</i> • Seefeldt, <i>Debt: The New Share-cropping System</i>. • Desmond, <i>Americans want to believe jobs are the solution to poverty. They're not.</i> <p>Watch:</p> <ul style="list-style-type: none"> ▪ Seefeldt <i>Understanding Poverty, Income Inequality and Policy</i> (15) ▪ Seefeldt <i>Anti-poverty and income redistribution</i> (15 min) ▪ Seefeldt <i>Income inequality</i> (5 min) ▪ Explained: <i>The Racial Wealth Gap</i> <p>Do & Post:</p> <ul style="list-style-type: none"> • #11 Individual Income Inequality: Who gets the candy? <p>Supplement (Extra)</p> <ul style="list-style-type: none"> • <i>Inequality for All</i> (a documentary) 	<p>November 11</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>Twelve</p> <p>Complex Welfare State:</p> <p>Health Policy as Case Study</p>	<p style="text-align: center;">Completed by November 18th by 9:00 am</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Michener <i>Federalism, Health Care and Inequality</i> ▪ Kurzweil, <i>Justice in what love looks like</i> <p>Watch:</p> <ul style="list-style-type: none"> ▪ Weaver, Health & Mental Health <ul style="list-style-type: none"> ○ <i>Policy Frameworks</i> (5 min) ○ <i>Health & Mental Health</i> (8 min) ○ <i>Current Debates</i> (4 min) ○ <i>Reform in Action</i> (15 min) <p>Do & Post</p> <ul style="list-style-type: none"> • #12 Individual Worksheet on Health Policy <p>Supplement (Extra)</p>	<p>November 18</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>BREAK AND TRANSITION</p>		

<p>Thirteen</p> <p>Topical Issues: Policing and Housing</p> <p>AND</p> <p>FINAL EXAM REVIEW</p> <p>(And distribution)</p>	<p style="text-align: center;">Completed PRIOR to December 2nd (IF YOU WANT QUESTIONS ANSWERED)</p> <p>Read</p> <ul style="list-style-type: none"> • Desmond (2017). <i>State of the Union: Housing</i> • Seefeldt (Ch 6) <i>Abandon Families</i> • <i>Tracking Police Shooting</i>. Washington Post. <p>Watch</p> <ul style="list-style-type: none"> • Social Work and Policing <ul style="list-style-type: none"> ○ Policing Project (2019) Re-imagining Community Engagement: A social work approach ○ Derrick Jackson • Housing <ul style="list-style-type: none"> ○ Zac Fosler- Affordable Housing • Covid Responses <ul style="list-style-type: none"> ○ Alize Payne – Washtenaw Response <p>Do & Post</p> <ul style="list-style-type: none"> • #13 Individual Questions for Final Exam Review <p>Supplemental (Extra)</p> <ul style="list-style-type: none"> • <i>Seven Last Words of the Unarmed</i> (UM Performance). 	<p>December 2</p> <p>Q&A and Updates</p> <p>“Team Huddle”</p> <p>Closing Summary</p> <p>Team Do & Post by 11:59pm</p>
<p>Final Exam</p>	<p style="text-align: center;">FINAL EXAM</p>	<p>Friday December 11 midnight</p>

**CLASS MODULES
ASSIGNMENTS & DATES**

MODULE ONE

Introductions: Social Welfare Policies and Services

Abstract: Introductions: Course overview, assignments, grading and expectations. Narrative arc
Small group discussion dividing the pie. Who “deserves” help? Who defines who deserves help and who gets help? What is “fair” and ‘just’? Frameworks: approaches to redistributing resources, and theories of justice.

Asynchronous: Completed by Wednesday September 2nd 9:00am.

Read:

- Introducing your Instructor
- Overview (summary syllabus)
- Syllabus

Watch:

- Hello! Welcome to SW530

Do & Post

- #1a Hello Classmates!
- #1b Dividing the Pie Worksheet

Synchronous Class: Class September 2

Do & Post Team Assignment: Tonight by 11:59pm

MODULE TWO

Land, Legacies & Policy:

Foundational Roots of Structural Discrimination

Abstract: This class will examine the sources of structural and institutional discrimination embedded in the foundational policy development of the United States. It will focus on the policy instruments, practices and values used to privilege European settlers at the expense of others. These foundational assumptions and institutional structures have left a lasting legacy that reproduces the bedrock assumptions and privileges. It is critical for social workers to understand how this structural racism operates.

Asynchronous: Completed by Wednesday September 9th 9:00am.

Read:

- Staller, (2020): Chapter 1 Land Acknowledgment and Legacies. Draft of 1st Edition. Typos and confusion aplenty!

Watch (or Listen):

- Seefeldt, *What shapes U.S. social welfare policy: Beliefs, myths, & Values*
- Seefeldt, *What shapes U.S. social welfare policy: Ways we provide assistance*

Do & Post

- #2 Worksheet on Legacies

Supplemental (Extra)

- Elliott & Hughes 1619 Project
- Hamad (2020) A white damsel in distress NY
- *The "Indian Problem"* History Channel
- Podcast: Decolonization, Explained for Social Workers (Episode 6)

Synchronous Class: September 9

Do & Post Team Assignment: Tonight by 11:59pm

MODULE THREE

U.S. Government Structure and

Policy Making for Social Workers

Abstract: We will consider government structure (federal, state, local), hierarchal nature of policy (statutes, regulations, rules, etc); and different types of policy (Constitutional, judicial, legislative, executive). We will begin to grapple with the intersectional nature of complex policy problems.

Asynchronous: Completed by Sept 16 9:00am

Read:

- Staller, (2020): Ch 2 U.S. Government & Policy Making

Watch:

- Professor Addie Weaver, *What is social welfare policy and why do social workers care* (20 min)
- Professor Kristin Seefeldt, *Frameworks for thinking about Social Welfare Policy* (9 min)

Do & Post:

- #3 Protests, Riots, Policing & Policy

Supplemental (Extra)

- Executive Order 13933 (Trump) Criminal Violence
- 1619 Podcast (Ch One)
- Lecturer Justin Hodge, *Understanding U.S. Government* (3 min)

Synchronous Class: September 16

Do & Post Team Assignment: Tonight by 11:59pm

MODULE FOUR

**U.S. Constitution as Supreme Law
and Historical Record for Social Workers**

Abstract: To some extent the U.S. Constitution provides the ultimate structure from which all U.S. policies and government institutions are organized. We will look at the U.S. Constitution as an historical document and a living policy instrument. What does the “historic” Constitution say about inclusion and exclusion? Examining the roots of structural racism, indigenous exclusion, and oppression. How does the “living” Constitution relate to social welfare policy? How was political power structured? Pay attention to federalism, the enumerated powers clauses and reserve powers amendment, the general welfare clause, voting rights amendments, and the roots (and legacy) of structural racism.

Asynchronous: Completed by Sept 23rd 9:00am

Read:

- Staller (2020) Chapter 3 Founding Documents
- U.S. Constitution
- Douglass, Fredrick (1852) What to the Slave is the Fourth of July? (Or watch. Link below)

Watch:

- Professor Kristin Seefeldt, United States Constitution
- Douglass, Fredrick What to the Slave read by his descendants (or read it , above)

Do & Post:

- #4 Worksheet on Constitution and Election

Supplemental (Extra)

- CBS News (2019). Thomas Jefferson Descendants Together

Synchronous Class: September 23
Do & Post Team Assignment: Tonight by 11:59pm

MODULE FIVE

Government Budgets and Taxes for Social Workers

Abstract: Yes! “Someone” should do something about it! But who is that “someone” and who should pay for it? What do federal, state, and local budgets say about who pays for what? How do budgets reflect funding priorities and policies? Pay attention to why budgets are considered social welfare policy instruments. Attend to the vocabulary: revenue, expenditures, sources, uses, debt, deficit, surplus, and redistribution. Note the role of the tax code as a social welfare policy instrument and its relationship to redistribution of wealth and income inequality. Pay attention to the Earned Income Tax Credit (EITC).

Asynchronous: Completed by Sept 30 9:00am

Read:

- Staller, K. M. (2018). “Federal and state budget basics for social workers: Social welfare impact and social justice implications.” In Michael Reisch (Ed). *Social policy and social justice*. 3rd Edition.

Watch:

- Professor Kristin Seefeldt, Budget Lecture (8 min)
- Professor Kristin Seefeldt: Taxes

Do & Post:

- #5 Worksheet on Budget and Taxes

Synchronous Class: September 30
Do & Post Team Assignment: Tonight by 11:59pm

MODULE SIX

Origin of Social Work Practice and Services & Enduring Tensions

Abstract: Where did our attitudes about helping others come from? Are they stable or dynamic over time? Who bears the responsibility for what kind of help? What are the similarities and differences? Family, neighbors, communities, religious institutions, employers, city governments, state or federal governments? We will compare the Elizabethan Poor Law of 1601, and Law of Settlement with the structure of the Social Security Act (1935), Indian Removal Act of 1830, Mexican deportation (1930s), and current U.S. border policy. Pay particular attention to the relationships among poverty, inequality, labor/employment, and social values. Note the migration of public social responsibility from parish, to community to the state level of government but the constitutional-based arguments against federal social welfare responsibility. Also attend to structural racism and discrimination embedded in federalism debates.

We will examine Antebellum and Progressive era reforms: This unit looks at the earliest roots of social work as “scientific charity” and “applied philanthropy” and its move from “doing good” to professional social work. What was the role of religion in these early developments? Associated with this transition, we will look at

two different service models for “helping”: the Charitable Organization Societies (COS) and the Settlement House Movement.

Asynchronous: Completed by October 7 9:00am

Read:

- Reisch, Michael (2018). “U.S. Social Policy and Social Welfare: A historical overview.” In *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. Pp. 52-71
- Carlton-LaNey (2019). African American Social Welfare History. *Encyclopaedia of Social Work*.
- Hounmenou, C. (2012). Black settlement houses and oppositional consciousness. *Journal of Black Studies*, 43, 646-666.

Watch:

- Heart of Basset Place; and
- Women of Hull House

Do:

- # 6 Worksheet on Social Welfare history
- **Policy Worksheet** Distributed Start Working on this

Supplemental (Extra)

- Staller Children’s Aid Society’s Neighborhood Based Programs, 1890.
- 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.
- Carlton-LaNey, I. (1999). African American social work pioneers response to need. *Social Work*, 44 (4): 311

Synchronous Class: October 7

Do & Post Team Assignment: Tonight by 11:59pm

MODULE SEVEN

Creation of the U.S. Welfare State and Structural Exclusion

Abstract: What conditions in the 1930s gave rise to the creation of the Welfare State. Poor relief and work relief. The Social Security Act of 1935 as the backbone of our philosophic relationship between “poverty [means-tested] programs” and “social insurance” for the “working class.” What is the legacy of this structural arrangement? What explains the radical departure from what came before? Pay attention to the radical new role of the federal government in social welfare policy (“federalism”). How does the structure continue to offer the contextual battleground for today’s policy debates? Remember to compare this structural arrangement to the Elizabethan Poor law. What happens when the economy goes bad and welfare needs are widespread?

Asynchronous: Completed by October 14th 9:00 am

Read:

- **Staller (2020)** *Chapter 4 Creation of Welfare State & Social Security Net*

- Reisch, Michael (2018). "U.S. Social Policy and Social Welfare: A historical overview." In *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. Pp. 71-81

Watch:

- Documentary: Harry Hopkins At FDR's Side (Watch only the first 45minutes)
- Weave Social Security Act
- Darlene Nicols, UM Library. Lecture on Policy Research
- Professor Lydia Li, "Fake News"

Do & Post:

- #7 Begin Policy Worksheet

Supplemental (Extra)

- Betten & Mohl, From Discrimination to Repatriation
- Barrow, Forrest Blanchard Advocacy for African Americans
- Paul K. Longmore and David Goldberger (December 2000). "The League of the Physically Handicapped and the Great Depression," *The Journal of American History* 87(3): 888-922.

Synchronous Class: October 14

Do & Post Team Assignment: Tonight by 11:59pm

MODULE EIGHT

Equality, Opportunity, and Civil Rights:

Activism to Policy

Abstract: The relative affluence of post- WW II America in the 1950s was challenged in the 1960s with the *discovery of poverty and civil rights activism in the black, brown and LGBT communities*, launching a number of social justice movements. In this unit we look at the discovery of poverty in a land of plenty and the dramatic expansion of the welfare state in response. The "Other America" included special populations of poor (urban, rural, working poor, children, women, persons of color, elderly), leading to President Johnson's declaration of a *War on Poverty* and promoting the promise of a Great Society, rebuilding the United States and promoting community.

Asynchronous: Completed by October 21st at 9:00 am

Read:

- Staller, (2020). *Expansion of the Welfare State: Civil Rights Advocacy, War on Poverty and Policy Victories*
- Lateef, H. & Androff, D. (2017). *'Children Can't Learn on an Empty Stomach': The Black Panther Party's Free Breakfast Program.*
- *How the Black Panther Breakfast Program Inspired and Threatened Government*
- *The souls of poor folks: A preliminary report: Auditing America 50 years after the Poor People's Campaign challenged systemic racism, poverty, the war economy/militarism and our national morality. (2017). Institute for Policy Studies.*

Watch:

- Choose 1 Documentary
 - Given a Chance: (War on Poverty, Voting & Civil Rights) OR
 - PBS Latino Americans, Ep. 5: Prejudice and Pride (Migrant Farmer Rights to VRA) OR
 - Crip Camp (on Netflix; Disability Rights to ADA) OR

- After Stonewall (Early Gay Rights Movement)
- Also Listen to:
 - John Lewis’s Last Words read by Morgan Freeman
 - Consider This from NPR John Lewis Fought For Voting Rights His Entire Life. Why His Work Is Still Unfinished

Do & Post:

- #8 Worksheet on Activism
- Continue working on Policy Worksheet

Supplemental (Extra)

- Cooper Native Activism 1960s to present
- NPR podcast: It’s been a minute: Not another protest
- White Supremacy in Social Work (Doing the work Episode 27)

Synchronous Class: October 21

Do & Post Team Assignment: Tonight by 11:59pm

MODULE NINE

Judicial Advocacy, Social Movements

& Patchwork Rights

Abstract: Yet another social welfare policy battleground can be found in the court systems in addition to legislative and state constitutional initiatives. Here we look at strategies for reform and advocacy in various policy domains. For example, from sodomy crimes to marriage equality and transgender rights. From “affirmative action” to other forms of inclusion. From right to choose and right to life battles over Constitutional guarantees, and legislative restriction. We will look at the ‘moving forward’ and ‘pushing back’ that occurs during social justice movements. The complicated landscape of conflicting policy forums (judicial, statutory, constitutional and practical) in social welfare movements: one-step forward, two-steps back; doing and undoing.

Asynchronous: Completed by October 28th at 9:00 am

Read:

- Staller (2020) : Chapter 6 The Judicial Branch and Using the Courts for Social Justice Advocacy

Watch (or Listen):

- The NPR Politics Podcast June 15: Supreme Court: LGBTQ Employment Discrimination is Illegal
- What will happen to Roe v. Wade? (NYT)

Do & Post:

- #9 Worksheet on Judiciary
- Continue Working on policy worksheet

Supplemental (Extra)

- NASW Amicus Brief in *Bostock v. Georgia*
- Civics 101: A podcast starter kit: The Judicial Branch

Synchronous Class: October 28
Do & Post Team Assignment: Tonight by 11:59pm

MODULE TEN

Presidential Election !!

The Vanishing Welfare State and Privatization

Abstract: Why did the federal government begin to cut back and alter social welfare policies in the 1980s and beyond? Why was there a “devolution” of federal efforts and return social welfare measures to state control (or what Reagan called “new federalism”)? Why did we experiment with shifting responsibility from public entities to “faith-based” and “charitable” institutions? What about changes in the “tax code”? What is the legacy of retracting welfare programs while shifting tax code policy to favor the wealthy? This section looks at the retraction of the welfare state and retrenchment of social welfare programs for the poor including TANF, SNAP and Head Start among others. Has the welfare state disappeared?

Asynchronous: Completed by Sunday November 4th at 9:00am

Read:

- Edin & Shaefer (2015) *Welfare is Dead*. (Chapter 1) In \$2.00 a Day: Living on Almost Nothing in America.
- Reisch, Michael (2018). “U.S. Social Policy and Social Welfare: A historical overview.” In *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. Pp. 81-end
- Alice in Michigan: A financial hardship study.

Watch (or Listen):

- A brief history of public assistance (Professor Weaver)
- Welfare reform: The creation of TANF (Professor Weaver)
- The patchwork of public assistance (Professor McGuire-Jack)
- Interview with frontline social service workers (Professor Jackson)
- Reveal Podcast: A welfare check
- Doin’ the Work Podcast: Anti-poverty organizing

Do & Post:

- #10 Worksheet on Election and Retraction (Public Assistance form) (Your state and welfare)
- Policy Worksheet Due

Supplemental (Extra)

Synchronous Class: November 4
Do & Post Team Assignment: Tonight by 11:59pm

MODULE ELEVEN

Poverty and Inequality: Economic Inequality & the Wealth Gap

Abstract: We have studied LBJ's War on Poverty, Reagan/Clinton's (policy devolution, tax reform, welfare reform). What is the legacy of these policies initiatives on income inequality? How do we measure poverty and inequality? Why the rich have gotten richer and the poor gotten poorer? Has the middle class disappeared? What about the race wealth gap? What are the consequences for social welfare policy? How might this be related to the history of the welfare state and its retraction? What are the implications for today?

Asynchronous: Completed by November 11th at 9:00am

Read:

- Edin & Shafer (2015) Chapter 4 "By Any Means Necessary." In \$2.00 a Day: Living on Almost Nothing in America.
- Seefeldt, Kristin (2016). *Debt: The New Share-cropping System*. (Chapter 5). In *Abandon Families: Social Isolation in the 21st Century*.
- Desmond, Matthew (2018). Americans want to believe jobs are the solution to poverty. They're not. NYT

Watch:

- Professor Kristin Seefeldt Understanding Poverty, Income Inequality and Policy (15)
- Professor Kristin Seefeldt Anti-poverty and income redistribution (15 min)
- Professor Kristin Seefeldt Income inequality (5 min)
- Explained: The Racial Wealth Gap

Do & Post:

- #11 Income Inequality: Who gets the candy?

Supplemental (Extra)

- Inequality for All (a documentary)

Synchronous Class: November 11

Do & Post Team Assignment: Tonight by 11:59pm

MODULE TWELVE

Complex Welfare State: Health Policy as Case Study

Abstract: Pulling together all of the threads of the semester we will look at the Affordable Care Act, Republican efforts to "Repeal and Replace" it and current GOP introduction of "work requirements." In many ways, the ACA reflects the culmination of all of our policy discussions including: public vs private responsibility, federalism and states rights, the bifurcated social welfare system including public assistance and social insurance etc, Democratic and Republican philosophies on the role of government in social welfare and work, the role of all political domains of policy enactment (legislative, executive, judicial at the federal and state level). Also take note of the "southern" divide or what I have called "northern privilege" during the course. We will look at the historical context leading up to the ACA enactment, its initial structural design (including the combination of public and private markets, the mixture of state and federal involvement, the use of Medicaid expansion, SCHIP, and Medicare. We will also look at its implementation, the legal challenges which have ensued since its enactment (involving federal and state courts) and its current status including introduction of work requirements in a number of states. What are the presidential candidates saying about health policy? What will be the fate of the ACA in the hands of the U.S. Supreme Court this term?

Asynchronous: Completed by November 18th at 9:00 am.

Read:

- Michener, Jamila. 2018. *Federalism, Health Care, and Inequality*. In *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*
- Kurzweil, Rachel. (2014). "Justice is What Love Looks Like in Public:' How the Affordable Care Act Falls Short on Transgender Health Care Access." *Washington and Lee Journal of Civil Rights and Social Justice*. 21:1.

Watch:

- Professor Addie Weaver, Health & Mental Health
 - Policy Frameworks (5 min)
 - Health & Mental Health) (8 min)
 - Current Debates (4 min)
 - Reform in Action (15 min)

Do & Post

- #12

Supplemental (Extra)

Synchronous Class: November 18

Do & Post Team Assignment: Tonight by 11:59pm

BREAK AND TRANSITION

MODULE THIRTEEN

**Topical Issues: Policing and Housing
&**

FINAL EXAM REVIEW

Abstract: You will be able to choose from among several current policy debates and concerns for deeper exploration. We will do a 'course review' immediately before final exam is distributed. Students are encouraged to ask any question about course material that they desire through the Do and Post assignment. The final exam will be distributed immediately following class.

Asynchronous: Completed by Dec 2nd

Synchronous Class: December 2

Fina Exam Due on Friday December 11th by midnight EST.

Have a great break!!