Course Syllabus

Course Title: Essentials of Social Welfare Policy  
Course #:Term: SW 508 (Section 01) Fall 2022  
Time and Place: Tuesday 9:00-12:00 Room: 2752  
Credit Hours: 3  
Prerequisites: None  
Instructor: Greg Hoffman, MSW  
Pronouns: He, him, his  
Contact Information: gph@umich.edu (expect response within 48 hours)  
Cell: 734.431.2918  
Office Hours: After class Tuesdays 12-1:30 and by appointment

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 neighbors 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.

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 support, health care, mental health, 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).

a. Course objectives and competencies

- Understand historical context and its current applications within the profession and practice (Essential 6, EPAS 7)
- Recognize power dynamics; ensure voices are included (Essential 14; EPAS 6)
- Understanding the current legislative processes (Essential 28; EPAS 2)
- Assess strategies to advocate for social, economic and environmental justice and change, while protecting human rights (Essential 29; EPAS 2, 3)
- Recognize the extent to which structures, policies and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 30; EPAS 1, 2, 5)
- Analyze policies that advance human rights and social, economic and/or environmental justice (Essential 34; EPAS 5)
- Understand the history of social work practice and social welfare delivery systems and current applications within the profession (including inherent ambiguity) (Essential 39; EPAS 1, 5)
- Understand major social welfare policy domains (eg: health, immigration, income support) (Essential 39; EPAS 1,5)
- Understand frameworks of ethical decision making and how to apply critical thinking to those frameworks in the social welfare policy arena (Essential 44; EPAS 1, 5)

**Course design**

The course will utilize a combination of lectures, discussion, and in-class exercises. 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.

**Intensive focus on PODS**

This course integrates Privilege, Oppression, Social Justice, and Diversity (P.O.D.S.) 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 P.O.D.S. learning.
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 soon as possible so that I can use your correct name and pronouns.

CLASS REQUIREMENTS FALL 2022

Course Modules. This class is organized by weekly instructional modules. In overview:

- Each module consists of three required activities:
  - **Read** - weekly reading assignments to be completed prior to class.
  - **Watch (or listen)** – recorded video lecture or podcast materials
  - **Cornell Notes and Assignments** – Cornell Notes should be completed prior to each synchronous class to receive credit. Other assignments will have deadlines included in the instructions.

- Each module contains optional material:
  - **Textbook.** There are no required textbooks for this course. However, some students may prefer this method of learning to the Lecture Book. So, the course overview contains reference to one textbook edited by Michael Reisch: *Social Policy and Social Justice: Meeting the challenges of the diverse society.* 3rd Edition Cognella Publisher.
  - **Supplemental Material.** You will find extra material in the supplemental folder. It might be additional reading, podcasts, YouTube videos, websites, etc. This is not required. The material will offer further information on the primary topic if you are interested.

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 (op eds). 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.


- Other sources. The PBS NewsHour, National Public Radio, MSNBC, CNN, ABC Nightline, BBC, Al Jazeera, Special Report with Bret Baier on Fox News 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.** As noted, there are no required textbooks for this course. There are many excellent sources for an overview of material. You will find some below.


**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 should be aware of these positions so that you are able to be a better advocate.

Each student is responsible for the material covered by the readings. Students will be required to draw upon the readings to complete the final exam.
GRADED WRITTEN ASSIGNMENTS

There are three graded assignments for the course: Cornell Notes; a policy worksheet, and a final exam. Additionally, 10% of your grade is your attendance and professionalism grade.

Attendance and Professionalism 10% of final course grade

Students are expected to attend ALL class sessions. However, I understand “life happens” when we least expect it. You are expected to conduct yourself in this class in the same manner you would in field or at work. This means that I do not distinguish between “excused” and “unexcused” absences. Instead, the portion of grade dedicated to attendance and engagement reflects how your conduct yourself in the event of an absence. You are expected to communicate the absence to me, and to the members of your team, ideally in advance of the absence. And it is your responsibility to first review the module and syllabus to determine what you’ve missed, before sending a generic “what did I miss?” email to the professor. Recurring absences, or failure to communicate in a professional manner will impact this portion of your grade.

If you are attending a conference or other school activity, you must let me know prior to the missed class.

All work assigned to make up for the missed class must be turned in as instructed by me.

A note about Zoom attendance: Due to the lingering impact of COVID, I will be broadcasting the class sessions live over Zoom. This is only to be used in situations when in-person attendance is not possible, and students are still expected to communicate with both professor and your team members about your absence. The zoom broadcast will be a view-only, though the chat function will be enabled for questions. Zoom recordings will be published to the course Canvas site for later review.

Graded Assignments:

1) Cornell Notes. For the first 10 weeks of the course, you will be writing Cornell Notes on the reading material. Each student is responsible for submitting those notes to your Team Members prior to the beginning of class (Tues by 9:00am). You are welcome to develop your own format style. Furthermore, you may determine what level of detail is most useful to you and your Team.

Two points will be awarded on an individual basis for uploading the Cornell Notes to Canvas prior to the start of class (Tuesday, by 9:00am). The content will not be evaluated, you will receive points for timely submission.
These worksheets serve as the basis for discussion during in-person class; will become your study guide for the final exam and are for your own synthesis of course content. Together these Cornell Notes constituted 20% of your final grade.

2) **Policy Worksheet.** The Policy Worksheet instructions will be posted four weeks before the assignment is due. The Policy Worksheet will take more time to complete than the Cornell Notes so start early. This worksheet will be graded by the instructor. 30% of final grade

   a. **Distributed:** October 4  
   b. **Due:** November 8

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 will be 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. 40% of final grade.

   - Final Distributed in class on Dec 6th  
   - Due: Friday, December 16th by 5:00 pm.

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

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A range</td>
<td>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.</td>
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<tr>
<td>B+</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.</td>
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<tr>
<td>B</td>
<td>Mastery of subject content at level of expected competency – meets course expectations</td>
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<tr>
<td>B-</td>
<td>Less than adequate competency but demonstrates student learning and potential for mastery of subject content.</td>
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<tr>
<td>C or C-</td>
<td>Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
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</tbody>
</table>

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.

**Course 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.
## COURSE OVERVIEW IN BRIEF
(Note, some readings are subject to change based on topic relevance and current events, so make sure to keep an eye on Canvas for changes)

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics in brief</th>
<th>Activities Required</th>
<th>Date and Content</th>
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</thead>
<tbody>
<tr>
<td>One</td>
<td>Introductions: Welcome! Let’s Get to Work.</td>
<td><strong>Read:</strong>&lt;br&gt;1. Course Overview in Brief (this document!)&lt;br&gt;2. SW 508 Course Syllabus (for reference)&lt;br&gt;3. Staller LB <em>Introduction to the Lecture Book</em>&lt;br&gt;&lt;br&gt;<strong>Watch:</strong>&lt;br&gt;1. What are Cornell Notes?&lt;br&gt;2. How to Use Cornell Notes&lt;br&gt;&lt;br&gt;<strong>Activity:</strong>&lt;br&gt;1. Introductions Posting!&lt;br&gt;2. Dividing the Pie (In-class activity)&lt;br&gt;&lt;br&gt;<strong>Optional</strong>&lt;br&gt;<strong>Textbook:</strong> Reisch: Ch 1 (<em>Turbulent Times</em>)&lt;br&gt;Completed by Sept 6.</td>
<td></td>
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<tr>
<td>Two</td>
<td>Land, Legacies, &amp; Policy: Foundational Roots of Structural Discrimination</td>
<td><strong>Read:</strong>&lt;br&gt;1. Staller LB Ch 1: <em>Land, Legacies, and Policies</em>&lt;br&gt;2. Seefeldt: <em>What shapes policy:</em>&lt;br&gt;   - Beliefs, myths, &amp; Values&lt;br&gt;   - Ways we provide assistance&lt;br&gt;   - <em>Nation to Nation Treaties</em>&lt;br&gt;&lt;br&gt;<strong>Activity:</strong>&lt;br&gt;1. Cornell Notes #1&lt;br&gt;&lt;br&gt;<strong>Optional</strong>&lt;br&gt;<strong>Textbook:</strong> Reisch: Ch 4-5&lt;br&gt;<strong>Supplemental</strong>&lt;br&gt;- Elliott &amp; Hughes <em>1619 Project</em>&lt;br&gt;- The “Indian Problem”&lt;br&gt;- <em>This Land (on McGirt v. Oklahoma)</em>&lt;br&gt;- Podcast, <em>Decolonization, Explained</em>&lt;br&gt;Completed by Sept 6th at 9:00</td>
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### Three

**Government Structures and Social Welfare Policy for Social Workers**

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<thead>
<tr>
<th>Read:</th>
<th>Watch:</th>
<th>Activity</th>
<th>Optional</th>
<th>Textbook:</th>
<th>Supplemental:</th>
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</table>
| • Staller LB Ch 2, *Government Structures & Social Welfare Policy* | • Weaver: *What is policy and why social workers care*  
• Seefeldt: *Frameworks for Social Welfare Policy* | • Cornell Notes #2 | | *Reisch, Ch 6 (Policy)* | • 1619 Podcast (Ch One)  
• Hodge: *Understanding U.S. Government* (3 min) |

**Completed by Sept 13th at 9:00**
<table>
<thead>
<tr>
<th>Four</th>
<th>Treaties &amp; U.S. Constitution as Law and Historical Record</th>
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| **Read:** | • Staller LB Ch 3, *U.S. Founding Documents for Social Workers*  
• *U.S. Constitution* |
| **Watch:** | • Seefeldt: *Introduction to U.S. Constitution*  
  o Parts 1 & 2  
• Douglas, Fredrick (1852) ‘*What to the Slave’ read by his descendants* |
| **Activity:** | • Cornell Notes #3  
  **Optional** |
| **Textbook:** | *Reisch, Ch. 2 (History Overview)* |
| **Supplemental:** | CBS News (2019). Thomas Jefferson Descendants Together  
  Race: The power of illusion Episode 2 |
| Completed | by Sept 20th by 9:00am |

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<tr>
<th>Five</th>
<th>Fiscal Policy for Social Workers</th>
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<tr>
<td><strong>Read:</strong></td>
<td>• Staller, <em>L.B. Ch 4 Fiscal Policy for Social Workers</em></td>
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</table>
| **Watch:** | • Seefeldt, *Budget Lecture* (8 min)  
• Seefeldt, *Tax Policy* |
| **Activity** | • Cornell Notes #4  
  **Optional** |
<p>| <strong>Textbook:</strong> | <em>Reisch Ch 7 (Federal and State Budgets)</em> |
| <strong>Supplemental:</strong> | None |
| Completed | by Sept 27th by 9:00am |</p>
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<tr>
<th>Read:</th>
<th>Staller LB Ch 5 <em>History of Social Work’s Early Roots</em></th>
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| Watch: | *Ugly Laws; and*  
*Heart of Basset Place; and*  
*Women of Hull House*  
*Recommended- Carlton LaNey, “Wings beneath our wings”* |
| Activity: | # Cornell Notes #5  
*Policy Worksheet first available (begin work) Graded.*  
*Library Resources (for the Policy Worksheet)*  
**Optional** |
| **Textbook:** | Reisch Ch 11 (*Social Security*) |
| **Supplemental** | Chapman, *A violent history of benevolence*  
Park, *Facilitating Injustice...Japanese Internment Camps*  
Carlton-LaNey, *African American social work pioneers*  
Carlton-LaNey, *African American Social Welfare History*  
*What is mutual aid*  
Staller, *Fireside Chat on New York’s Newsboys*  
*Settlements of New York*  
Staller, (2020). *Afterword: Charles Loring Brace’s*  
Horn, *Damnation Island Prologue*  
*Unspoken American Native Boarding Schools* |
| **Completed by October 4th by 9:00am** | **POLICY WORKSHEET DISTRIBUTED** |
| Seven Creation of the U.S. Welfare State, Immigration Policy and Structural Exclusion | **Read:**  
- Staller LB Ch 6 *New Deals, the Welfare State, & Social Safety Net Scaffolding & Dismantling*  
**Watch:**  
- Documentary: Harry Hopkins at FDR’s Side *(first 45 minutes)* or  
- “Decade of Betrayal: How the US expelled over half million U.S. Citizens to Mexico in 1930s**  
**Activity:**  
- Cornell Notes #6  
- Policy Worksheet *(continue working)*  
   **Optional**

**Textbook Reisch Ch 2 *(History Overview)*

**Supplemental**  
- Betten & Mohl, *From Discrimination to*

| **Completed by October 11th by 9:00am** |

| Repatriation  
- Barrow, *Forrest Washington Advocacy for African Americans*  
- Longmore & Goldberger, *League of Physically Handicapped*  
- *Interview with Activist: Peter Coyote* |

| **FALL BREAK**  
**OCTOBER 17**  
**AND 18**  
**HAPPY BREAK!** |

| Eight Activism to Policy: Movements, Protests, and Social Welfare Policy | **Read:**  
- Lateef, & Androff, “*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*  

| **Completed by October 25th by 9:00am** |
Watch:
  • John Lewis’s Last Words read by Morgan Freeman. AND
  • **Documentary Choose 1**
    o *Given a Chance*: (War on Poverty, Voting & Civil Rights Act) OR
    o PBS Latino Americans, Ep. 5: *Prejudice and Pride* (Migrant Farmer Rights to VRA)
    o *After Stonewall* (early Gay Rights Movement)
    o *Black Panther* (Archives) AND *The People and the Police: Oakland*
    o *Crip Camp* (if you find it on Netflix; Disability Rights to ADA)

Activity:
  • Cornell Notes # 7
  • Policy Worksheet (continue working)

  **Optional**

**Textbook:** Reisch: Ch 9 (*State & Local Government*)

**Supplemental**
  • Cooper, *Native Activism 1960s to present*
  • NPR podcast: *It’s been a minute: Not another protest*
  • Links to speeches from reading
  • NPR, *John Lewis Fought For Voting Rights His Entire Life. Why His Work Is Still Unfinished*
  • Podcast on White Supremacy and Social Work
<table>
<thead>
<tr>
<th>Nine</th>
<th>Judicial Advocacy, Social Movements &amp; Patchwork Rights</th>
<th>Read:</th>
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<tr>
<td></td>
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<td>Watch (or Listen):</td>
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<tr>
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<td>• What the Supreme Court’s monumental rulings tell us about the new conservative majority PBS</td>
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<td>Activity &amp; Policy Worksheet</td>
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<td>• Cornell Notes #8</td>
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<td>• Policy worksheet (continue working)</td>
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<td>Textbook: Reisch Ch 10 (<em>Judiciary</em>) Supplemental</td>
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<td>• NASW Amicus Brief in <em>Bostock v. Georgia</em></td>
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<td>• Civics 101: A podcast starter kit: The Judicial Branch</td>
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<td>• Podcast NPR- Supreme Court: LGBTQ Employment Discrimination is Illegal</td>
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<tr>
<th>Ten</th>
<th>The Vanishing Welfare State and Privatization</th>
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<td>• Edin &amp; Shaefer (2015) <em>Welfare is Dead.</em></td>
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<td>• Alice in Michigan: A financial hardship study</td>
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<td>• Stern, <em>Social Policy History 1950-1980</em></td>
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<td>Watch (and Listen):</td>
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<td>• The patchwork of public assistance (Professor McGuire-Jack)</td>
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<td>• Podcast: <em>A welfare check</em></td>
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<td>• Podcast: <em>Anti-poverty organizing</em></td>
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<td>Activity:</td>
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<td>• Policy Worksheet Due</td>
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<td>Textbook: Reisch: Ch 13, 15 (<em>Welfare End; Safety Net</em>)</td>
<td>Completed by November 8th by 9:00am</td>
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<td>Eleven</td>
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<td>Poverty and Inequality: Economic Inequality &amp; the Wealth/Race Gap</td>
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| • Edin & Shaefer, *By Any Means Necessary*  
• Seefeldt, *Debt: The New Share-cropping System.*  
• Desmond: *Americans want to believe jobs are the solution to poverty. They’re not.* |
| Watch: |
| • Seefeldt: *Understanding Poverty, Income Inequality and Policy*  
• Seefeldt: *Anti-poverty and income redistribution*  
• Seefeldt: *Income inequality*  
• Seefeldt: *Explained: The Racial Wealth Gap* |
| Completed by November 15th by 9:00am |

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<tr>
<th>Twelve</th>
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<tr>
<td>Complex Welfare State:</td>
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<td>Health Policy as Case Study</td>
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<td>Read:</td>
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</table>
| • Michener *Federalism, Health Care, and Inequality*  
• Harker *Closing the Coverage Gap (CBPP)* |
| Watch: |
| • Weaver, *Health & Mental Health*  
  o *Policy Frameworks* (5 min)  
  o *Current Debates* (4 min)  
  o *Reform in Action* (15 min)  
• Sachs, *Invisible Visits: How Race and gender affect healthcare* |
| Activity |
| • # Cornell Notes #10 |
| Optional |
| Textbook: Reisch: Ch 14 (*Health Policy*)  
Supplemental: None |
<p>| Completed by November 22nd by 9:00am |</p>
<table>
<thead>
<tr>
<th>Thirteen</th>
<th>Read (Choices)</th>
<th>Completed by November 29th by 9:00 am</th>
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</table>
• Seefeldt: *(Ch 6) Abandon Families*  
• *Tracking Police Shooting*. Washington Post.  
• Courtney *Child Welfare and Policy Framework* | |
| **Watch (Selection, Choice)** | • Social Work and Policing  
  o Policing Project (2019) Re-imaging Community Engagement: A social work approach  
  o Derrick Jackson  
  o Reuben Miller: *Halfway Home: Race, Punishment & Afterlife of Mass Incarceration* | |
| **Activity:** | • Questions for Final Exam Review (optional) | |
| **Optional Textbook:** Reisch: NA | |
| **Supplemental** | • Seven Last Words of the Unarmed (UM Performance). | |

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<thead>
<tr>
<th>Fourteen</th>
<th>FINAL EXAM</th>
<th>December 6th</th>
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<tbody>
<tr>
<td><strong>FINAL EXAMINATION REVIEW &amp; DISTRIBUTION</strong></td>
<td>Due: Friday Dec 16th 5:00 pm</td>
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**Additional Resources**

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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](mailto: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](http://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 online and schedule a virtual appointment at [http://www.lsa.umich.edu/sweetland/](http://www.lsa.umich.edu/sweetland/)

And the **English Language Institute** focuses on serving international students: [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)