SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

COURSE TITLE:	Social Change Theories
COURSE NUMBER:	SW 611 (Winter Term, 2015, Section 001, Class# 24718)
TIME & PLACE	Mon. 9:00 a.m. - 12:00 p.m., Room 1804 - SSWB
CREDIT HOURS:	3
PREREQUISITES:	None
INSTRUCTOR:	Rabindar Subbian, MSW, MBA
CONTACT DETAILS:	E-mail: Rabindar Subbian: rabindar@umich.edu, Phone: 314.322.6184
OFFICE HOURS:	By appointment

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Table of Contents

Sincere thanks to Shane Brady and Beth Glover Reed from whose past SW 611 syllabus the contents of this one have been drawn from and from those they drew their inspiration from.

COURSE BACKGROUND

Course Description

This course will review theories and research from the social sciences on social change, focusing especially at the societal level. Theories of social conflict, interest groups, and social movements, and such processes as consciousness-raising will be covered. Dynamics of the diffusion of innovations in society will also be addressed. Examples will be drawn from areas of practice in which social workers are involved, such as mental health and chemical dependency, child and family welfare, civil rights, health care, and consumer protection.

Course Content

The main goal of this course is to address the questions of why and how social change occurs. Students will compare and contrast different theoretical approaches to the understanding of social change. Comparative dimensions will include the theory's scope; the cultural contexts, societal arenas, and problem areas from which the theory was developed and in which it has been applied; and the assumptions of a theory about society and how social change occurs. Emphasis will be given to the types of empirical evidence available about each theoretical approach and the types of inquiry used to develop and critique different theories.

Although the primary emphasis will be on societal level change, this course will also consider theories of change at the individual, group, community, and organizational levels, and in particular how changes at different system levels affect each other. Students will consider the extent to which different theories are, or are not, compatible with each other and the implications of these relationships for the usefulness of particular theories for different purposes. Change theories will be selected from each of the social science disciplines, and students will consider how scholars and activists from different disciplinary perspectives have used and critiqued each other's work. [Note: some of the theories we will consider originated in the natural sciences and the humanities]

Different bodies of thought about change will be critiqued for their relevance to the issues facing privileged, marginalized and oppressed groups within U.S. society and for their usefulness cross-culturally. Students will consider how different theories have been applied or could be applied and critique existing types of practice from particular theoretical perspectives and lenses that recognize the impact of privilege, oppression and social justice on the change process. Particular attention will be given to the impact of a diverse society on social change inclusive of diversity 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. Students will explore the theories that have been important within human service goal and problem areas of interest to them.

Course Objectives

On completion of this course, students using a generalist social work practice framework will be able to:
1. Describe, compare, and contrast several types of theories about social change.
2. Identify theories relevant to particular goal and problem areas, and critique their strengths and limitations.
3. Critique different theories as to their assumptions, origins, relevance for different social problems, and relevance for marginalized and oppressed groups inclusive of a broad range of intersecting diversity dimensions.
4. Apply particular theories to different areas of practice.
5. Discuss typical ethical concerns related to social change theories.

Course Design

This course may use a variety of pedagogical strategies, including readings, class exercises, case studies, and debates. Students will focus on cognitive and analytic tasks, skills in the use and application of theory, and identifying underlying value and attitudinal issues related to particular theories.

Theme Relation to Multiculturalism & Diversity:	Multiculturalism and Diversity will be addressed in this course by identifying theories espoused by and compatible with different cultural traditions, by critiquing theories from different cultural perspectives, and through course examples about the uses of theory in different interest and ontological groups.
Theme Relation to Social Justice:	Social Justice and Social Change will be addressed within the goals and assumptions of each theoretical approach. Most of the course will focus on social justice goals and conceptualizing and operationalizing social change.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:	Promotion, Prevention, Treatment, and Rehabilitation will be addressed by examining theories about social change for their relevance and applicability in each of these areas. Students will compare and contrast theories that focus on a positive vision of the future with theories focusing on existing problems.
Theme Relation to Behavioral and Social Science Research:	Behavioral and Social Science Research will be addressed by examining the evidence used to build theory and test theory through its applications in practice.
Relationship to Social Work Ethics and Values:	Students will examine theories and explore the extent to which they aid social workers with their ethical responsibilities to the general welfare of society. In particular, theories and practice examples will be critiqued with respect to the following ethical principles: preventing and eliminating discrimination, ensuring access to resources and services, expanding choices for all persons, promoting conditions that encourage respect for diversity, advocating for changes in policy to improve social conditions and promote social justice, and encourage informed participation by citizens in shaping policies and institutions.
Focus 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 to develop 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.

Faculty Approved.

Accommodations

If you have a condition or disability that may affect or interfere with your participation in this course, please contact the instructor as soon as possible to discuss accommodations for your specific needs. It is the School of Social Work's policy that instructors keep this information strictly confidential.

Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).

On August 18, 2014 their location and contact information was as follows:

Location—G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045

Phone— (734) 763-3000, (734) 615-4461 (TDD), (734) 619-3947 (VP)

Email— ssdoffice@umich.edu

Working Hours— Monday through Friday, 8:00 a.m. to 5:00 p.m.

Please note that contact, location and working hours may change without notification. Most up to date contact, location and working hours information for the office is available via the search function of the University of Michigan website http://www.umich.edu and the University of Michigan Phone Directory service.

Creating a Positive Learning Environment

This section of the syllabus has been quoted from Janet Ray's syllabus for SW 560 offered in the Fall 2013 semester. The instructor acknowledges her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of SW 560 instructors Luke Shaefer,

Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

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"Critical analysis and discussion are integral components of graduate
education, empowerment, and adult education. Thus, it is important to foster
an environment in which all participants are willing to express their
opinions and perspectives. At times, this engagement can involve some risk,
but it is hoped that you will feel comfortable to share your views and
queries in order to promote your learning and that of your colleagues.
To encourage this environment, we are all reminded of our professional
responsibility to treat one another with respect. If the classroom is to be
a space for learning, it cannot reinforce systems of bias and domination. As
course instructor, I will strive to develop a respectful course environment.
You too can contribute to this ethos by extending to your colleagues the
same respect and sensitivity you desire.
Questioning one another is a part of a positive and productive learning
process. Such questioning should be done in a collegial, civil, and
professional manner, which involves listening to, recognizing, and
respecting others' views, even if we do not agree with the perspectives
being advanced. At times it may be necessary to challenge the ideas someone
presents, but it is important to do so in a manner that calls into question
the ideas outlined, not the person who presents them (adapted by M. Woodford
from MSW Handbook, Faculty of Social Work, University of Toronto)."
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Electronic Devices

In consideration of your fellow students in this class please set all mobile phones that you bring to class on vibrate. If you need to take a call, please step outside and then answer the phone to ensure that the class is not disrupted.

Religious Observances

Please let the instructor(s) know of your religious observances that may conflict with class attendance or assignment due dates or group work so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members') lives easier if you bring this up during the first week of the semester.

CLASS DETAILS

CLASS SESSIONS AND READINGS

		Session Topic(s)	Readings
1	**Jan 12**	Introduction	None.
		MLK Day (Jan 19, 2015)	
2	**Jan 26**	**Social Change Exploration** • Causes & Patterns of Change **Social Change Theory** • Max Weber - Contours of Power	• Payne, M. (1997). The social construction of social work theory, <u>and</u> Using theory in social work practice. *Modern social work theory*, 2nd ed. (pp. 1-71). London: Lyceum Books. **Short New York Times Articles / Blog Posts** • Where Does Moral Courage Come From? By DAVID BORNSTEIN Dec 18, 2014.
		Session 3 - Snow Day (Feb 2, 2015) – UNIVERSITY CANCELLED CLASSES	
4	**Feb 9**	**Social Change Theory** • Emile Durkheim - The Religious Basis of Society	• Reisch, M. (2002). Defining social justice in a socially unjust world, Families in Society: The Journal of Contemporary Human Services, 83(4), 343-353. • Reed, B. (2005). Theorizing in community practice: Essential tools for building community, promoting social justice, and implementing social change. In M. Weil, M. Reisch, D. Gamble, L. Gutiérrez, E. Mulroy, & R. Cnaan (Eds.), *The handbook of community practice* (pp. 84-103). Thousand Oaks, CA: SAGE Publications, Inc. • Reich, R. B. (2013). Part 1 – The Broken Bargain. *Aftershock* (pp. 1-49). New York, NY: Vintage Books.
5	**Feb 16**	**Social Change Exploration** • Social Theory & Social Change • Theorizing about Social Justice and Social Change **& US Social Trends**	• Reich, R. B. (2013). Part 1 – The Broken Bargain. *Aftershock* (pp. 50-76). New York, NY: Vintage Books. **Short New York Times Articles / Blog Posts** • Equal Opportunity, Our National Myth By JOSEPH E. STIGLITZ Feb 16, 2013. • All Economics Is Local By MICHAEL REICH and KEN JACOBS, Mar 22, 2014.
6	**Feb 23**	**Social Change Exploration** • Social Identities, power, privilege, and oppression • Changes in Population, Family and Work • Education as a mechanism for Social Change **Social Change Theory** • Michel Foucault - Governmentality	• hooks, b. (1994). Introduction, Teaching to transgress. *Education as the practice of freedom* (pp. 1-12). New York: Routledge. • Spencer, M. (2008). A social worker's reflections on power, privilege, and oppression. Social Work, 53(2), 99-101. • Freire, P. (1970). Chapter one. In P. Freire, *Pedagogy of the oppressed* (pp. 43-69). New York, NY: Continuum International. • Horton, M., & Freire, P. (1990). Reflections. In B. Bell, J. Gaventa, & J. Peters (Eds.) *We make the road by walking: Conversations on education and social change* (pp. 115-121). Philadelphia: Temple University Press. • Reich, R. B. (2013). Part 2 – Backlash. *Aftershock* (pp. 79-100). New York, NY: Vintage Books. **Short New York Times Articles / Blog Posts** • Lifelines for Poor Children By JAMES J. HECKMAN, Sep 14, 2013. • Playing With Toys and Saving Lives By TINA ROSENBERG Jan 29, 2014 • Innovation Within Reach By SARIKA BANSAL Aug 21, 2014 • Tackling Mass Incarceration By DAX-DEVLON ROSS Apr 2, 2014 • In India, Revealing the Children Left Behind By TINA ROSENBERG Oct 23, 2014 • Teach the Teachers Well By SUZANNE BOUFFARD Apr 30, 2014

		Session Topic(s)	Readings
		**SPRING RECESS (Feb 28 – Mar 8, 2015)**	
7	Mar 9	**Social Change Exploration:** • Economic & Political Change **Social Change Theory** • Karl Marx - Contradictions of Capitalism	• Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 1-71). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. • Reich, R. B. (2013). Part 2 – Backlash. *Aftershock* (pp. 101-123). New York, NY: Vintage Books. **Short New York Times Articles / Blog Posts** • The Republican War on Workers' Rights By COREY ROBIN, May 18, 2014 • The Benefits of Mixing Rich and Poor By DAVID L. KIRP, May 10, 2014
8	Mar 16	**Social Change Exploration:** • Economic & Political Change **Social Change Theory** • Thomas Piketty – Regulating Capitalism	• Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 72-139). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. • Stiglitz, J. E. (2013). *The price of inequality: how today's divided society endangers our future*, 1st ed. (pp. 35-64). W. W. Norton & Company: New York, NY **Short New York Times Articles / Blog Posts** • Lipton, E. (2014, December 7). Energy Firms in Secretive Alliance With Attorneys General. *The New York Times*, p. A1.
9	Mar 23	**Social Change Exploration** • Social Movements **Social Change Theory** • W. E. B. Du Bois & Cornel West - Double Consciousness & Market Moralities **Creating Change** • Changing the Rules of the Game	• Tim Wise: Most white people in America are completely oblivious. (2014, November 27). Retrieved January 12, 2015, from http://www.rawstory.com/rs/2014/11/tim-wise-most-white-people-in-america-are-completely-oblivious/ • Coates, T. (2014, May 21). The Case for Reparations. *The Atlantic*. Retrieved January 12, 2015, from http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/ • Schulson, M. (2014, Nov 9). "It's symbolic annihilation …". *Salon*. Retrieved January 12, 2015, from http://www.salon.com/writer/michael_schulson/ • Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 140-163). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. **Short New York Times Articles / Blog Posts** • Division Street, U.S.A. By ROBERT J. SAMPSON, Oct 26, 2013. • How to Build a Better Neighborhood By TINA ROSENBERG, Jun 18, 2014. • The Push to End Chronic Homelessness Is Working By DAVID BORNSTEIN, May 28, 2014. • What "White Privilege" Really Means By GEORGE YANCY and NAOMI ZACK, Nov 5, 2014. **Take the Test** • Harvard's Implicit Association Test – Race IAT at https://implicit.harvard.edu/implicit/
10	Mar 30	**Social Change Exploration** • Reform Movements & Social Change **Social Change Theory** • Charlotte Perkins Gilman and Janet Chafetz - Societal Gender Inequality **Creating Change** • Challenging the Status Quo	• Nussbaum, M. C. (2003). Capabilities as fundamental entitlements: Sen and social justice. Feminist Economics, 9(2-3), 33-59. • Gutierez, L., & Lewis, E. A. (1994). Community organizing with women of color: A feminist perspective. Journal of Community Practice, 1(2), 23-36 • Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 164-198). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. **Short New York Times Articles / Blog Posts** • Singapore's Lessons for an Unequal America By JOSEPH E. STIGLITZ, Mar 18, 2013. • When Talking About Bias Backfires By ADAM GRANT and SHERYL SANDBERG, Dec 6, 2014.

		Session Topic(s)	Readings
11	Apr 6	**Social Change Exploration** • Revolutions **Social Change Theory** • Dorothy E. Smith and Judith Butler – Embodying Sex **Creating Change** • Navigating the Maze	• Nystrom, N., & Jones, T. (2003). Community building with aging and old lesbians. American Journal of Community Psychology 31(3/4), 293-300 • Roy, A. (2004). Do Turkeys Enjoy Thanksgiving? In *An ordinary person's guide to empire* (pp. 83-94). Cambridge, Mass.: South End Press. • Martin, P. Y. (2004) Gender as social institution, Social Forces, 82(4), 1249-1273. • Reich, R. B. (2013). Part 2 – Backlash. *Aftershock* (pp. 101-123). New York, NY: Vintage Books. • Hardina, D. (2004). Guidelines for ethical practice in community organization, Social Work 49 (4), 595-604. **Short New York Times Articles / Blog Posts** • How Can We Jump-Start the Struggle for Gender Equality? By P. N. COHEN, Nov 23, 2013.
12	Apr 13	**Social Change Exploration** • Technology, Innovation and Networks • Globalization • Future Society, Environment & Change **Social Change Theory** • Manuel Castells - The Network Society & Globalization • Georg Simmel - Inherent Conflict in Societies **Creating Change** • Creating Communities to Foster Success • Means to an End	**Short New York Times Articles / Blog Posts** • Playing With Toys and Saving Lives By TINA ROSENBERG, Jan 29, 2014. • Innovation Within Reach By SARIKA BANSAL, Aug 21, 2014. • Tackling Mass Incarceration By DAX-DEVLON ROSS, Apr 2, 2014. • In India, Revealing the Children Left Behind By TINA ROSENBERG, Oct 23, 2014. • Less Innovation, More Inequality By EDMUND S. PHELPS Feb 24, 2013. • On the Wrong Side of Globalization By JOSEPH E. STIGLITZ, Mar 15, 2014. **Scholarly Work** • Sandler, J. (2007) Community-based practices: Integrating dissemination theory with critical theories of power and justice, American Journal of Community Psychology, 40, 272-289. • Reich, R. B. (2013). Part 3 – The Bargain Restored. *Aftershock* (pp. 127-146). New York, NY: Vintage Books. • **TEAM A**: Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 199-270). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. • **TEAM B**: Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 336-401). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. • **TEAM C**: Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 471-539). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press.
13	Apr 20	**Exam Review & Wrap-up Piketty**	• **TEAM A**: Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 271-335). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. • **TEAM B**: Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 401-467). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press. • **TEAM C**: Piketty, T., & Goldhammer, A. (2014). *Capital in the twenty-first century* (pp. 540-577). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press.
14	Apr 27	OPEN BOOK, OPEN NOTES, IN-CLASS EXAM.	EXAM DESIGNED TO BE COMPLETED IN 2 HOURS. YOU GET 3 HOURS TO COMPLETE IT (9a – 12p).

ASSIGNMENTS

Individual assignments are assignments that you will complete by yourself and team assignments are those you will complete in collaboration with your assigned team. All work must be your personal work that you contribute (either to your individual assignment or to your team's) and work of others needs to be properly attributed. (Please pay close attention to the "Academic Honesty and Integrity" section of this syllabus in terms of attribution expectations.) **All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the Canvas site for the course.** If you think you will be late submitting an assignment please inform the instructor(s) before the due date. The instructor may at her/his discretion accept late assignments and may impose a penalty of up to 50% of points earned for the assignment on a case by case basis. This includes team assignments, if any, and the whole team will be penalized for late submissions.

Lecture attendance, participation and Q&A (Max.: 45 points)

You can earn a maximum of 45 points towards "Lecture attendance, participation and Q&A" during Sessions 2 through 12, typically a maximum of 4 points per session. The number of points you earn during a given lecture is based on the instructor's evaluation of your attendance, preparation and participation as follows:

1. **Attendance:** Attend the entirety of the lecture (i.e., not be late and not leave early without the instructor's prior permission).
2. **Preparation:** Successfully answer to the instructor's satisfaction any course content or lecture related questions you are invited to answer during the lecture.
3. **Participation:** Participate in small group discussions and "Main Points" presentations to peers as evaluated by the instructor.

You will both be a teacher and a student. To effectively execute the dual roles, reading and understanding the assigned readings and other course material before each lecture is essential. If you fail to read the assigned articles you damage the learning of your fellow students as well as your own.

Instructor Evaluation of your Holistic Contribution to the class (Max.: 10 points)

Each semester some students contribute exceptionally to their learning and that of their peers. This evaluation provides a mechanism to acknowledge their contributions and positively influence their grade. At the end of the term your holistic contribution to the class will be evaluated by the instructor and you can earn a maximum of 10 points toward your grade for the course.

Open Book, Open Notes Final Exam (Max.: 40 points)

In place of multiple projects and papers, this course has one open book, open notes, in-class, timed final exam that provides you an opportunity to earn a maximum of 45 points toward your grade for the course. A pool of exam questions and/or topics will be provided prior to the exam to help you to prepare. The exam is expected to be offered on Monday, April 27, 2015. The exam is designed to be completed in 2 hours. You have up to 3 hours to complete it between the hours of 9 a.m. and 12 noon on the date of the exam. The exam is open book, open notes, but not open electronic equipment or open friend. Please leave your computers, phones, walkie-talkies and other electronic equipment at home and make sure that you do not communicate with anyone else in answering the questions on the exam while taking the exam.

Reflection Paper (0 points) & Individual Evaluation of Team (Max.: 5 points)

The initial 'Reflection Paper' will carry no points assigned. It is a way to help you reflect on working in a team and get to know the people you will work with through the term. Specific details about the paper and the assignment will be provided during lecture.

The 'Individual Evaluation of Team' is a required individual assignment. It is an opportunity at the end of the semester for you to provide input into your individual contributions in team assignments and provide feedback on your experiences working in your assigned team. It is expected that your responses will be confidential and that you as a student will not have access to the submissions of other students in the class. You can earn a maximum of 5 points towards your grade for the course in this assignment based on the feedback you provide and the feedback received from other members of your team.

GRADING

The instructor(s) want each student to attain their greatest learning potential for this course. I am not a gate keeper to your grade and view myself as a facilitator to your achieving the maximum grade you deserve based on the learning you achieve. Points will be applied toward deciding your grade for the course. A listing of points that can be earned is as follows.

ASSIGNMENT	MAXIMUM POINTS	MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS
Lecture attendance, participation and Q&A	45 points	45%
Instructor's evaluation of student's holistic contribution to the class during the semester	10 points	10%
Final Exam	40 points	40%
Reflection Paper/Individual Evaluation of Team	5 points	5%
TOTAL	**100 POINTS**	**100%**

Translation of points earned to grade assigned for course

A+	98-100	B+	87-89	C+	77-79	D+	67-69	F	<60
A	94-97	B	84-86	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

Grades of "A+" are typically earned by students who have turned in underlined exceptional work in assignments and online forum postings and have actively participated in class and in their assigned teams.

Academic Honesty and Integrity

The "Student Code of Academic and Professional Conduct" of the School of Social Work, The University of Michigan, Ann Arbor, applies to all your work in this course. Cheating, plagiarism and academic dishonesty is prohibited and engaging in them can have serious consequences. Plagiarism is "representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation."[1] Section 1.12.02 of the 2013-14 MSW Student Guide states:

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Examples of plagiarism include, but are not limited to:
1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or
   source citation.
3. Implicitly presenting the appropriated words or ideas of another as
   one's own.
4. Using Internet source material, in whole or in part, without careful
   and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without
   proper reference, unless the information is common knowledge or in
   common public use.
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[1] Section 1.12.02: Plagiarism. (2013). 2013-14 MSW Student Guide, School of Social Work, The University of Michigan, Ann Arbor. Retrieved Aug. 18, 2014, from http://ssw.umich.edu/msw-student-guide/section/1.12.02/plagiarism

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    6. Self-plagiarism, that is, reusing one's own work without
       acknowledgment that the text appears elsewhere (e.g. in a paper for
       another current or previous class).
    Plagiarism, like other forms of cheating and misconduct, is taken very
    seriously at the University of Michigan and is grounds for expulsion
    from the University.
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Please familiarize yourself with "Student Code of Academic and Professional Conduct" section of the MSW handbook of the school. Instructors are required to report all violations of the code by students to the school administration.

COURSE MATERIALS & TEXTS

Required Texts:

1. Piketty, T., & Goldhammer, A. (2014). **Capital in the twenty-first century** (pp. 1-71). Cambridge, Mass. & London, England: The Belknap Press of Harvard University Press.

2. Reich, R. B. (2013). **Aftershock** (Inequality for All – Movie Tie-in Reprint Edition). Vintage: New York, NY (ISBN-10: 0345807227 / ISBN-13: 978-0345807229)

Recommended Texts

1. Harper, C. L., Leicht, K. T. (2011). **Exploring social change** (Sixth Edition). Boston, Mass.: Prentice Hall.

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