This group of lesson plans uses the Flint Water Crisis as a case study. As the water crisis continues to develop, contemporary news outlets and statements from advocacy groups are quite useful. One of the Learning Activities specifically addresses the practical use of non-peer-reviewed sources. While this introduction was being written six additional state employees have been indicted with covering up tests that indicated children showing abnormally high blood levels. Predictions are that it will take months to develop protective mineral coating on the pipes again, during which time the affected households will continue to cope with intrusive water filtration and bottled water. Hundreds of households still drive to bottled water stations to pick up their allocation. So it is likely the visible water-hauling part of the crisis will continue through academic year 2016-17. The neurological damage to babies will be an ongoing issue for a life-span and the trauma to families who have had to cope with this stress may be multi-generational. Unfortunately, the relevance of the Flint Water Crisis as a case study is likely to relevant for years to come.

The water crisis developed in a political and economic context of post-industrial urban decline. Though Flint, MI is not the only location impacted by this it has the distinction of being the best documented. The 1999 film *Roger and Me*, by Michael Moore is useful as background material for establishing context. The film is a semi-documentary in which Moore attempts to speak to Roger Smith, then chairman of General Motors, about the decision to abandon production in Flint. There is considerable controversy about this movie, some Flint residents felt validated but the majority dislike the movie because of its sometimes shocking negativity about Flint. Moore’s style is hyperbolic and this movie is not an unbiased documentary, yet he did film some very important moments in the years GM was closing plants in the Flint area. We suggest having students view the film as part of understanding the economic context of the water crisis and taking time to discuss why Flint residents might find it objectionable.

These lesson plans have been developed for use in a generalist curriculum by faculty in two stand-alone BSW programs. Each Module or Learning Activity can stand alone or support other objectives in a course. None of these are full courses, but exercises that have been used in across the curriculum from Introduction to Social Work, Policy I & II, HBSE I & II, and Social Work Research. We have identified EPAS competencies that seemed applicable to the modules and activities but admit these may not be exhaustive. We have assumed two 80 minutes class sessions a week.

|  |  |  |
| --- | --- | --- |
| Lesson Plan | Course | Length |
| Political & Economic Context | HBSE II | 2 lessons, 80 minutes each |
| Research Sources | Intro. and Research | 1 lesson, 80 minutes |
| International Issues | Policy, HBSE I or II | 3 lessons, 80 minutes each |
| Environmental Justice | Policy, Policy II | 3 lessons, 80 minutes each |

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**Title***: Economic and political context of Flint Water Crisis: Setting the stage for crisis*

**Name of Module Developers**:

Denise Dedman, LMSW, PhD. Saginaw Valley State University, Michigan

Kathleen Woehrle, MSW, Ph.D. Central Michigan University, Michigan

**Purpose**:

The purpose of this module is to provide the political and economic context of the Flint Water Crisis, learning exercises requiring critical thinking and policy practice skills in assessing policy and ideologies that impact vulnerable communities.

**Learning Objectives**:

1. Students will identify economic patterns and public funding issues associated with community service needs.
2. Students will study Michigan Emergency Manager’s Act, Act 436 (2012) as an example of conflict between state and municipal government and of conservative ideology.
3. Students will recognize how the disproportionate impact of the crisis on minorities, (e.g., African Americans) is indicative of institutional oppression.
4. Students will apply economic and political facts to policy practice with communities.

**Estimated Time of Module (include the time of any class discussions/activities)**

Ideally, the module would be presented in two 80 minute semester course periods with preparation time outside of class (i.e., before, between and after the two topics are presented.)

**Modality of Instruction (e.g., PowerPoint lecture, class/student exercises, video, readings)**

The module utilizes faculty led instruction, small group discussion, contemporary news reports and videos, internet access to census data.

**Key Vocabulary** – disparate impact, ideology: conservative/liberal, post-industrial economy

**This module addresses the following competencies identified in EPAS 2015.**

\*Competency 5: Engage in policy Practice.

\*Competency 6: Engage with individuals, families, groups, organizations, and institutions.

 \*Competency 7: Assess Individuals, families, groups, organizations, and communities.

**Possible Location of This Module in the (HBSE, macro practice, policy, research) Curriculum**

This module was designed for HBSE-II content about communities, organizations, and institutions. Within the 2015 EPAS, the module will also contribute to instruction in policy and community practice.

**Exercise/Assignment**

The purpose of these exercises is to analyze the economic and political context in which the Flint Water Crisis (2015) emerged, and to use these observations to understand the mutually influencing forces of micro and macro systems. Using a contextual understanding, you will be encouraged to assess challenges to individuals and families in the community.

This preparation should be assigned the class session prior to the first formal class session on the topic.

Introduce the lesson:

* What have you heard about the Flint Water Crisis?
* Do you believe the crisis was an accident or a deliberate action? What difference would it make?
* What levels of government (city, state, federal) are related to the crisis?

In this section of HBSE II, we will explore the economic and political context in which the Flint Water Crisis emerged to understand how a thriving city declined into bankruptcy. In the time between today and next class, please complete the assignment regarding the comparison of census data. (Assignment attached.)

**First Day of Discussion**

Opening large group discussion

* What differences did you notice between 1960 and 2000 Census data?
* What do you think could have happened to produce these changes?

Lecture: How a city declined into bankruptcy

U.S. Census Data 1960 (population, household income, educational attainment. Type of employment) (See included pdf)

U.S. Census Data 2010- (same factors) Factfinder gives simpler access! <http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml>

What do students notice about differences in census data for municipal Flint? Discuss 1960 and 2010 dollar values.

Lecture (10 minutes) – Post–Industrialization –The community impact of the transition from industrial employment to a service employment. Note that Flint is only the case study—hundreds of industrial cities face the same economic consequences.

Focus areas:

* What happened to the good paying jobs?
* Neighborhood succession: white to black, manufacturing jobs to service occupations
* Loss of revenue from property tax, decrease in municipal income tax as income declined and owners were evicted.
* Failure of city services
* Infrastructure and schools decline.

In class activity: discussion regarding Police Response Time:

<http://www.mlive.com/news/flint/index.ssf/2015/01/report_recommends_flint_police.html>

The purpose of this discussion is awareness of the lived experience of residents of a community whose infrastructure has lost its previous tax base.

**Preparation for second lecture.** Class members are divided into three groups and each assigned a school to study.

Small Group homework

School conditions—read material with the point of view of a parent whose child is attending that school.

Northwestern H.S. <http://www.abc12.com/home/headlines/Problems-plague-Flint-Northwestern-High-School-369887421.html>

Potter <http://www.abc12.com/home/headlines/ABC-12-News-Investigates-375315761.html>

Pierce <http://www.abc12.com/home/headlines/Parents-at-Pierce-Elementary-say-they-want-poor-building-conditions-fixed-375645551.html>

Second day class:

Small group work to review what was learned about each school and preparation for short group presentation. Discussion points on how such school conditions impact student self-esteem and overall success (about 20 minutes, then group presentation time).

The school comparison activity is to extend the first lecture on economic impact by looking at the real-life experience of children and families in an economically ravaged city. End this section with the reality that before the water was contaminated, Flint was in financial ruin and the state had to step in. Policy was influenced by the elected leaders. The choice of the (conservative) State government was to replace elected city officials with an Emergency Manager. Other potential choices (state bail-out, extended loans, stimulus packages) might be discussed.

Lecture on history of the Emergency Manager Act 436 of 2012 (Michigan) [http://www.legislature.mi.gov/(S(mhyzf5hb0upfz3f3n3bnnn3x))/mileg.aspx?page=GetObject&objectname=mcl-act-436-of-2012](http://www.legislature.mi.gov/%28S%28mhyzf5hb0upfz3f3n3bnnn3x%29%29/mileg.aspx?page=GetObject&objectname=mcl-act-436-of-2012)

Maddow, R. (2012, April 6). Democracy begins its death in Michigan. *Rachel Maddow Show.* NY: MSNBC. <https://www.youtube.com/watch?v=o4EaxRolGXA> (15 minutes)

Rachel Maddow’s first video describes how a Republican controlled house and senate, in cooperation with the Republican governor, were effective in rapidly enacting legislation curbing municipal authority despite Constitutional provisions for waiting times.

Potential discussion points include “balancing” effect of opposing parties, review of bicameral legislatures (typical of most states as well as nationally), and the division of powers between the three branches of government.

Maddow, R. (2013, March 1). Michigan gives up on democracy. *Rachel Maddow Show.* NY: MSNBC. <http://www.nbcnews.com/video/rachel-maddow/51014448#51014448> (8 minutes)

Maddow’s second video presents four cities in Michigan, each having a large African American population being required to have an Emergency Manager. Discusses the Emergency Manager Act disparate effect on African Americans, particularly the loss of democratically elected officials, i.e., disenfranchisement.

Note that at time of this video the Flint water crisis hasn’t happened. The effects of Conservative Ideology and disparate impact of state emergency control on African American citizens is the background for the water crisis. Again emphasizing that this is only ONE response to a city’s financial crisis, foreshadow that this conservative ideology strongly favors economic decisions with limited regard for people issues.

**Instructor support material:**

MSU case study on Flint financial crisis:

[https://www.cityofflint.com/wpcontent/uploads/Reports/MSUE\_FlintStudy2011df](https://www.cityofflint.com/wp-content/uploads/Reports/MSUE_FlintStudy2011.pdf)

Timeline of city of Flint development and decline <http://cdn.thinkprogress.org/wp-content/uploads/2016/02/03130026/flinttimeline-new.jpg>

Covert, B. (February 3, 2016). How racism and anti-tax fervor laid the groundwork for Flint’s water crisis. *Think Progressive Press.* <http://thinkprogress.org/economy/2016/02/03/3745246/flint-water-crisis-history/>

Comparing Census Data Worksheet

**1960 Flint**

Flint in 1960 (use pdf)

Flint is the capital of Genesee county. For this Census use the **Flint column**.

Total population

White

Negro

Other races

Median income families

(Labor Force Characteristics)

Professional

Craftsmen (these are specialized trades)

Operatives (these are manufacturing line workers)

**2010 Flint city, Michigan** (FactFinder.census.gov)

Total population

(most comparable to 1960 is the “Race alone or in combination with…” section)

White

Black

Median earnings in past 12 months

Occupation by sex and median earnings

Production occupations (these are manufacturing line workers)

Adjusting for inflation, $10,000 in 1960 is the equivalent of $73,452 in 2010

<http://www.dollartimes.com/inflation/inflation.php?amount=10000&year=1960>

**Instructor Notes for Census Data Comparison**

For a map of the 1960 tracts within the Metropolitan Statistical Area (MSA) of Flint Census see <http://archive.lib.msu.edu/DMC/US_Census_Maps/pdfs/c3_223_11_960_47.pdf>

Helpful information:

The zip code for the city center of Flint is 48502.

Other zip codes within the city boundaries include:

48503 (all)

48504, 48505, 48506, 48507 (parts)

<http://www.zipmap.net/Michigan/Genesee_County/Flint.htm>

GIS of land parcels with lead pipe connections within the city of Flint

<https://www.umflint.edu/sites/default/files/groups/GIS_Center/gis-lead-pipes-map.pdf>

Adjusting for inflation, $10,000 in 1960 is the equivalent of $73,452 in 2010

<http://www.dollartimes.com/inflation/inflation.php?amount=10000&year=1960>

**Title: Social Work Research: Establishing credibility of sources**

**Name of Module Developers**:

Denise Dedman, LMSW, PhD, Saginaw Valley State University, Michigan

Catherine Macomber, LMSW, ABD, Saginaw Valley State University, Michigan

**Purpose**: Though peer-reviewed articles are the generally acceptable standard for undergraduate papers, there are times when contemporaneous sources are all that are available. This lesson helps students learn strategies for evaluating news sources for facts and opinions on emerging events.

**Learning Objectives**:

1. Students will distinguish between peer-reviewed and popular press materials.
2. Students will clarify when sources other than peer-reviewed articles might be appropriate.
3. Students will apply a rubric to web sites for breaking news stories.
4. Students will evaluate web sites to determine their credibility and usefulness for professional purposes.

**Estimated Time of Module (include the time of any class discussions/activities)**

One 80 minute semester class period

**Modality of Instruction (e.g., PowerPoint lecture, class/student exercises, video, readings)**

Reading in preparation for assignment. Brief lecture, small group work and large group discussion.

**Key Vocabulary** – peer-reviewed source, credibility, critical thinking/appraisal

**This module addresses the following competencies identified in EPAS 2015.**

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Specifically behaviors b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and c) use and translate research evidence to inform and improve practice, policy, and service delivery.

**Possible Location of This Module in the Curriculum- Introduction to Social Work, Social Work Research**

**The lesson:**

A challenge in research is determining the accuracy and legitimacy of one’s sources. The use of peer-reviewed articles allows students to use sources which have already been vetted by one form of legitimizing: the testing by presumed authorities in the field. However, in writing about breaking news the process of establishing trustworthiness is more of a challenge. It is the nature of an emerging story that the fullness of the situation is unknown, indeed that may only be established with the historical analysis of an event after time provides some closure.

Most academics discourage their students from using *Wikipedia* as a source because of its ephemeral nature. But in seeking channels of information about a breaking news story *Wikipedia* and Google can lead to multiple sources quickly. The challenge then is to apply rules of critical thinking to those sources.

The Cornell University library (2015) offers an excellent rubric for evaluation of web sites, the most likely source of information for current events. Using this format, students evaluate web sites for accuracy, authority, objectivity, and currency of information. Additional suggestions are made in the *content analysis* section of their guide (Cornell University Library, 2016).

Almost every university library has similar pages for evaluating content, feel free to substitute yours or use it adjunctively.

**Preparation**:

Students are to find their library’s (or use the Cornell Library) site for evaluating information. After reading over the rubric, make notes that will be a quick guide for their own evaluative reading.

**In class:**

Divide students into working groups. Present the Flint water crisis (or specific topics within the crisis) and ask groups to come up with four sources ranking them from most to least credible using the criteria of the library rubric they had prepared.

As groups report out on their sources engage them in differentiating factual versus editorial writing, guide discussion toward consideration of peer-reviewed vs emerging news articles. Consider the reputation of sources—what is known about the political “leaning” of the source?

Probe for what might contribute to the need to use “breaking news” sources.

**References**

Cornell University Library. (2015). Evaluating web pages: Questions to consider. <http://guides.library.cornell.edu/evaluating_Web_pages>

Cornell University Library. (2016). Critically analyzing information sources: Critical appraisal. <http://guides.library.cornell.edu/criticallyanalyzing>

**Sample news stories:**

(more inflammatory wording)

Moore, M. 10 Things they won’t tell you about the Flint water tragedy. But I will. <http://michaelmoore.com/10FactsOnFlint/>

How Racism And Anti-Tax Fervor Laid The Groundwork For Flint’s Water Crisis

<http://thinkprogress.org/economy/2016/02/03/3745246/flint-water-crisis-history/>

(less inflammatory wording)

Kennedy, M. (2016). Lead-laced water in Flint: A step-by-step look at the makings of a crisis. *The Two-way: Breaking news from NPR*. <http://www.npr.org/sections/thetwo-way/2016/04/20/465545378/lead-laced-water-in-flint-a-step-by-step-look-at-the-makings-of-a-crisis>

**Title**: *Teaching Environmental Justice through Critical Pedagogical Strategies: A Case Study in Community Practice*

**Name of Module Developer**:

Chris Fike, MS, MSW, ABD, Saginaw Valley State University, Michigan

**Institution**: Saginaw Valley State University

**Purpose**:

The purpose of this module is to provide a framework for teaching environmental justice and green social work approaches through a community practice lens that incorporate the Flint Water Crisis as the principal case study.

**Learning Objectives**:

1. Students will identify key components of environmental justice and sustainability within a social work framework, as framed within a greening social work perspective (Dominelli, 2012).
2. Students will explore potential social work interventions for engaging in environmental justice issues.
3. Students will study direct action organizing strategy and tactics (Alinsky, 1971; Bobo, et al., 2010).
4. Students will practice developing community participation strategies (Bobo, Kendall, & Max, 2010) for redressing environmental injustices using the Flint Water Crisis as a case example.

**Estimated Time of Module (include the time of any class discussions/activities):**

Ideally, the module would be presented in three 80-minute semester class periods, with one class period dedicated to constructs and approaches to environmental justice within social work, one class period dedicated to understanding direct action organizing frameworks and developing community participation strategies, and one class period dedicated to in-class activity of applying organizing frameworks using the Flint Water Crisis case study. Preparation time outside of the classroom would also be expected (i.e., case study videos and readings between the second and third class periods).

**Modality of Instruction (e.g., PowerPoint lecture, class/student exercises, video, readings):**

This module utilizes a critical pedagogical mode of instruction, including engaged faculty-led lecture, small group discussion, multimedia presentation, and a small group participatory learning activity.

**Items Included in the Module (readings/online resources used in module, instructor notes, etc.):**

* References addressing environmental justice within a social work framework
* References addressing direct action organizing and community participation strategies and tactics
* Strategy Chart template (Bobo, et al., 2010) and key terminology (handout, Appendix A)
* Case Study materials, including contextual videos and readings (Appendix B)

**EPAS Competencies Addressed in This Module**:

This module addresses the following competencies identified in EPAS 2015.

* Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
* Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

**Possible Location of This Module in the Curriculum:**

This module was designed to contribute to instruction in social welfare policy and community practice, however, the environmental justice content also has relevance to HBSE content related to communities, organizations, and institutions.

**Module Implementation:**

**Contextual Notes for Instructor (review prior to first course period)**

* If social workers are to contribute their professional expertise to provide solutions, they must be educated on environmental issues (Besthorn, 2012).
* In order to empower vulnerable and marginalized populations to overcome the difficulties associated with climate change, social work education must prepare them by addressing green social work in the curricula (Borrell, Lane, & Fraser, 2010).
* The greening of social work education requires explicit links between social justice and environmental justice in its curriculum (McKinnon, 2008), and pedagogical approaches that highlight ecological literacy, social sustainability, and models of action and activism (Jones, 2010; McKinnon, 2008).
* This module seeks to answer the call of the Global Agenda to develop social work responses to environmental challenges, acknowledge the link between social work and environmental issues, and to build capacity in social work education for students to learn to expand existing practice models into new directions.

**Course Period 1: Environmental Justice in Social Work**

1. Environmental Justice as an Emerging Priority for Social Work (Engaged Faculty-led Lecture)
	1. In April 2014, U.S. Secretary of State John Kerry declared climate change to be the challenge of a generation (Kerry, 2014)
	2. *Global Agenda for Social Work and Social Development* ([www.globalsocialagenda.com](http://www.globalsocialagenda.com))
		1. Includes “working toward environmental sustainability” as a core area (Jones & Truell, 2012, p.457)
	3. Emphasis upon the environment is growing within social work profession (Gray & Coates, 2012; Hessle, 2012).
	4. Green social work is rapidly becoming an emerging priority area for social work practice (Dewane, 2011;Dominelli, 2012).
	5. Discussion Prompts
		1. What do you think of when you hear the term *environmental justice*?
		2. How is environmental justice a social work issue?
		3. Literature indicates a growing emphasis on environmental issues within the social work profession? Why do you think that is occurring?
		4. In thinking about your own personal experience, how has your environment impacted you (as an individual)? Your family? Your community?
2. Social and Environmental Justice & Human and Environmental Rights (Engaged faculty-led lecture & Small Group Discussion)
	1. Social work interests and environmental concerns are linked through these shared priorities (McKinnon, 2008)
	2. Concern for people’s social environment has been long identified as a distinguishing element of social work practice
		1. That individual, family and community wellbeing is rooted in their broader environment is foundational to social work theory and practice (Jones, 2010)
	3. Negative social consequences of environmental problems
		1. Such as disasters, pollution, lack of access to food and clean water, and climate change
		2. Vulnerable, oppressed, and marginalized populations are disproportionately likely to suffer from environmental crises
		3. Social workers have not taken a leading role in responding to these issues (Jones, 2010; McKinnon, 2008)
		4. Potential contribution that social work can make to the welfare of people impacted by environmental disruption
	4. Individual Comprehension Prompts (Written)
		1. Identify how social work interests and environmental interests are linked.
		2. Identify some examples of potential negative social consequences of environmental problems.
	5. Small Group Discussion
		1. Why do you think that vulnerable, oppressed, and marginalized populations are disproportionately more likely to suffer from environmental problems?
3. Early Social Work Literature (Engaged faculty-led lecture)
	1. Early literature sought to integrate environmental issues into social work theory and practice (Berger & Kelly, 1993; Hoff & Polack, 1993) through identifying associations between environmental and social issues (Jones, 2010).
	2. Initial models of environmental and ecological social work emphasized a systems-based approach concerned with social environments and individuals within those environments (McKinnon, 2008; Jones, 2010).
		1. The “environment” was primarily conceptualized in the literature as the sociocultural or psychosocial environmental, as associated with the person-in-environment or ecological perspectives (Jones, 2010; McKinnon, 2010).
	3. A growing body of ecological and environmental social work literature (Besthorn, 2001; Besthorn, 2002; Coates, 2003; Rogge, 1998) advanced systems-based arguments for the adoption of a more ecologically oriented model of social work within the mainstream, traditional approaches to practice (Jones, 2010).
		1. Besthorn (2001; 2002; 2012) established connections between social work and the deep ecology movement.
		2. Coates (2003) addressed modernity, ecology, and social work.
		3. Rogge (1998) explored the social consequences of environmental toxins.
4. Green Social Work (Dominelli, 2012) (Engaged faculty-led lecture & Small Group Discussion)
	1. ‘Green social work’ (Dominelli, 2012) is an approach that seeks to shift the social work paradigm towards environmental action to promote environmental rights and justice, by engaging the profession through connections to social justice and human rights.
		1. A new model for social workers to intervene in structural, environmental and social welfare issues
	2. Dominelli (2012) calls upon social work to respond to environmental crises by addressing the social inequalities and disparities affected by scarce natural resources and patterns of globalization, consumption and industrialization.
	3. Green social work offers a holistic approach that seeks to integrate the interdependencies between people and the sociocultural, economic, and physical environments as a means of protecting the environment and improving people’s overall well-being (Dominelli, 2012)
	4. Recent and emerging developments in environmental justice work in social work represent an opportunity for social work to expand its professional capacity and maintain relevance in a world increasingly impacted by environmental changes
	5. Individual Writing Prompts
		1. Why do you think social workers have not taken a lead in addressing environmental crises?
	6. Small Group Discussion
		1. Identify potential roles for social workers within an environmental justice movement. How can social workers get involved?
			1. Should social workers get involved? Why or why not?

**Course Period 2: Organizing & Developing Community Participation Strategies**

1. Direct Action Organizing (Engaged faculty-led lecture)
	1. Discussion Prompt: What is direct action organizing?
	2. A systematic approach to techniques of organizing, building power, and creating organizations and institutions that are avenues for citizen participation in public life
	3. Introduction to Saul Alinsky
		1. <http://billmoyers.com/content/who-is-saul-alinsky/>
		2. <http://billmoyers.com/story/saul-alinsky-ben-carson-think-makes-hillary-satanic/>
	4. Organizing Goals
		1. Win real, immediate, concrete improvements in people’s lives
		2. Give people a sense of power: empowerment
		3. Build an organization – to alter the relations of power
2. Developing a Strategy (Engaged faculty-lead lecture)
	1. Refers to the overall design of a campaign with a power analysis
		1. A plan for building and using power
		2. About the relationship of power between people (constituents) and decision maker (target)
		3. An approach to making a decision-maker do something in the public interest that they otherwise would not do
			1. More than just steps or things to do (these are tactics not strategy, but can be part of a strategy); an assessment of the power between your organization and the target
			2. Timeline of a campaign can be short term (days or weeks) or long term (over many years)
	2. Strategy Chart (see Appendix A for handout) (Engaged faculty-led lecture)
		1. Goals
			1. Long-Term Goals
				1. What is the point? What is the broad vision?
			2. Intermediate Goals
				1. How will you know when success has been achieved?
				2. Concrete improvements
				3. Give people a sense of power
				4. Alter power relations
			3. Short-Term Goals
				1. Steps toward intermediate & long-term goals
				2. Help to build power
				3. People must see successes along the way
		2. Organizational Considerations
			1. What you have
				1. Resources your organization brings to the table

Money (What is the budget?)

People (Who? How many staff, volunteers? How much time?)

In-kind resources

Facilities, equipment, materials, reputation

* + - 1. What you need
				1. Specific ways that you want your organization to be strengthened

Fundraising

Increased publicity

Build membership

Develop group leadership

* + - 1. Conflict
				1. Problems to be solved / Internal conflicts
				2. Concerns within the organization
				3. What issues or problems have to be considered if the campaign is to succeed?
				4. Identify now or they will plague campaign)
		1. Constituents, allies, and opponents
			1. Constituents: potential members - groups of people that you can bring into campaign
				1. Who is affected by the issue?
				2. Who stands to gain from your solution?
			2. Allies: Supportive, but not yet members of the organization
				1. Who cares about the issue?
				2. If constituents are the hub of the wheel, then the allies are the spokes
			3. Opponents: All groups, people, institutions that stand to lose or be upset if you succeed
				1. What is their strength? How strongly will they oppose you?
				2. Avoid confronting opponents – those who are not decision makers can’t give you what you want, so it becomes a distraction
		2. Targets
			1. Targets are decision makers
			2. Targets are always people, not institutions
			3. Targets are not the enemy – they just have the power and are the focus of your efforts
			4. Primary targets
				1. All the people who can give you what you want
				2. What power do you have over them?
			5. Secondary targets
				1. Someone who has more power over the target than you do, but whom you have more power over than the target
				2. Who has power over primary target, over the people who do have the power to give you what you want
				3. What power do you have over them?
		3. Tactics
			1. Specific things that constituents do to apply pressure to targets, these are how members make their power felt
			2. Actions you will take / activities you will engage in
			3. What steps can you take?
			4. Tactic Guidelines
				1. Relational

For each tactic there must be:

Someone who does it

Someone to whom it is done

A reason why the target doesn’t want you to do this, and would make a concession to get you to stop it

* + - * 1. Contextual

Tactics have to make sense within the larger strategy

* + - * 1. Creative & Fun
				2. Within the experience of the members

Something with which they are familiar and comfortable

* + - * 1. Backed up with power

Make sure tactics are not purely symbolic, though there can be elements of symbolism

* + - * 1. Timeline-bound

Depending on power, some more appropriate for beginning, middle, end of the campaign

* 1. **TACTICS** are what **CONSTITUENTS** do to **TARGETS** to achieve **GOALS** that will build the **ORGANIZATION**
1. Tactics (Engaged faculty-led lecture)
	1. Strategy vs. Tactics
		1. Strategy is the design of a campaign with an analysis of power relations
		2. Tactics are the steps to carrying out the strategy
		3. The worst mistake an organizer can make is to act tactically instead of strategically
		4. Tactics are relative
			1. Tactics are meaningless outside of a strategy
	2. Petition Drives & Letter Writing Campaigns
		1. Collecting signature / names
		2. It’s about numbers
			1. The more the better – quantity over quality
		3. Effective & powerful organization builder
		4. Discussion Prompt:
			1. Have any of you participated in this tactic before? What was you experience?
			2. What examples of this tactic can you think of?
	3. Turnout Events
		1. Getting people to turn out for events is critical
		2. Turnout events depend on contacts & connections
		3. Opportunity to use volunteers & build leadership
		4. Make the event memorable
			1. Encourages repeat engagement
		5. Educational Meetings / Teach-Ins
			1. Generates publicity & shows strength
			2. Not just to inform or educate
			3. Success = generating action
		6. Demonstrations
			1. Great show of force, but a lot of work
		7. Discussion Prompt:
			1. Have any of you participated in this tactic before? What was you experience?
			2. What examples of this tactic can you think of?
	4. Visiting Public Officials
		1. Face-to-face meeting with targets
		2. Do your research beforehand
		3. Member selectivity
		4. Designate spokesperson & 2-3 other speakers
		5. Bring specific demand
		6. Discussion Prompt:
			1. Have any of you participated in this tactic before? What was you experience?
			2. What examples of this tactic can you think of?
	5. Public Hearings
		1. Self-Organized
			1. Organizing a panel of officials to listen to testimony
				1. This works because it’s difficult for officials to turn down invitations from their own communities

If they refuse, hold the hearing without them, but use an empty chair to represent them

* + - 1. These have moral authority in terms of being from the community
			2. Establishes your group on an issue
			3. Generate large turnout
			4. Time limitations
			5. End with a call to action
		1. Attending official hearing
			1. Get on the agenda early
			2. Sustain energy
			3. Hearings are like theater
		2. Discussion Prompt:
			1. Have any of you participated in this tactic before? What was you experience?
			2. What examples of this tactic can you think of?
	1. Disruptive Tactics / Civil Disobedience
		1. Function as part of a larger strategy
			1. Not an end to itself
		2. Clearly focused on the target
		3. Work through disruption
			1. Should be disruptive, strain the system, force a reaction
		4. Shows power by demonstrating peoples’ passion on an issue
		5. Can be used to generate media attention
		6. Increasing Effectiveness
			1. Don’t frighten people
			2. Be nonviolent
			3. Do something moral that should be legal
			4. Give people alternative participatory options
		7. Discussion Prompt:
			1. Have any of you participated in this tactic before? What was you experience?
			2. What examples of this tactic can you think of?
	2. Criteria for a Good Tactic
		1. Achievable
		2. Focused on a target
		3. Puts power behind a specific demand
		4. Builds the organization
		5. Outside the experience of the target
		6. Inside the experience of the constituents
		7. Builds leadership
		8. Fun & creative
		9. Plays positively in the media

**Preparation for Course Period 3**

Students should view the following videos:

1. *Here’s to Flint* (<https://www.youtube.com/watch?v=x7ULFSaMooA>)
2. Flint Water Crisis Unresolved After Two Years (<https://www.youtube.com/watch?v=_5_IenmQce4>)

After viewing the video students should answer the following questions (Written Reflection):

1. What happened?
2. What are the consequences?
3. Who is impacted?
4. What is being done? By whom?

**Couse Period 3: Case Study & Applied Strategy Development Activity**

1. Brief (approximately 10 minutes) facilitated review of Flint Water Crisis context (Faculty-led discussion)
	1. Discussion Prompts:
		1. What happened?
		2. What needs to be done? By whom?
		3. What role can social workers play?
2. Developing a Strategy Chart (Small Group Activity, see Appendix A for handout)
	1. Instructions:
		1. Divide students into small groups (no more than 4 students per group)
			1. Each small group will represent a different perspective, for example:
				1. A small (< 10 employees) social service agency working in Flint; clients include families impacted by the water crisis
				2. A faith community (church, synagogue, mosque, temple, etc...) located in Flint; members of the faith community have been impact by the water crisis
				3. A School of Social Work at a regional university located near Flint; some students and faculty have been impacted by the water crisis
				4. A social work student organization located at a university located in or near Flint
				5. A large nonprofit organization (such as the United Way) with a regional location near Flint
				6. A social work student organization located at a university outside of the state of Michigan
		2. Assign each small group with their perspective, as noted above
		3. Provide each small group Strategy Chart handout (from Appendix A)
		4. Briefly review the key terminology related to the strategy chart (included on the handout in Appendix A)
		5. Allow approximately 60 minutes for the small groups to complete the strategy chart handout from their assigned perspective
			1. Circulate among the groups providing clarification, prompting critical thought & exploration, and answering questions groups may have
3. Debrief and Reflection (approximately 10 minutes) (Faculty-led discussion)
	1. Individual Reflection (Writing Activity) (Approximately 5 minutes)
		1. Writing Prompts:
			1. Initial reaction to the activity
			2. What did you learn?
	2. Class Discussion
		1. Discussion Prompts:
			1. Initial reactions to the activity?
			2. What was challenging?
			3. What did you learn?
			4. What role(s) can social workers play in addressing the Flint Water Crisis? In addressing broader environmental crises?

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Progressive Human Services, 13(1), 53-72.

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environment telling us? The Spirituality and Social Work Forum, 9, 2-5.

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for social work. Social Work, 38, 204-211.

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Development: A place to link together and be effective in a globalized world.

International Social Work, 55(4), 454-472.

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work education. Journal of Social Work Education, 46(1), 67-84.

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<http://www.state.gov/secretary/remarks/2014/02/221704.htm>

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Australian Social Work, 61(3), 256-268.

Rogge, M. E. (1998). Toxic risk, resilience and justice in Chattanooga. In M. D. Hoff

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and cultural revitalization (pp. 105 - 122). New York: Lewis Publishers.

**Appendix A**

**Instructor Support Materials: Strategy Chart Template (Bobo, et al., 2010)**

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**Appendix B**

**Instructor Support Materials: Case Study Materials**

**Michigan State University** (45 miles from Flint) developed an app for Flint residents (and others) to get information on free water and other resources: <http://msutoday.msu.edu/news/2016/new-app-could-benefit-flint-residents-affected-by-lead-water-1/>

The **MSU school of social work** also maintains a web site about the water crisis:

<http://www.socialwork.msu.edu/Flint-Water-Crisis-Response>

**NASW- Michigan chapter** has advocacy recommendations:

<http://www.nasw-michigan.org/news/281111/NASW-MI-Releases-Water-Crisis-Reccomendations.htm>

The **Community Foundation** of Flint along with a number of NGOs have started a positive publicity campaign: <http://flintfwd.org/wp/> One of the most insidious aspects of this crisis is the overall negative image of Flint. Though the rate of violent crime had been a problem in this regard for the last decade, the current negative national publicity has eroded already depressed home values and impacted potential business ventures. This site features the stories of residents of Flint who are strong, angry, and fighting to keep the positive attributes of their city in the news.

**Some resources on the origins of the Flint water crisis:**

City of Flint. *Water forum*. (2012). <https://www.cityofflint.com/wp-content/uploads/Reports/WaterPres053112.pdf>

Maddow, R. (2012, April 6). Democracy begins its death in Michigan. *Rachel Maddow Show.* NY: MSNBC. <https://www.youtube.com/watch?v=o4EaxRolGXA>

Maddow, R. (2013, March 1). Michigan gives up on democracy. *Rachel Maddow Show.* NY: MSNBC. <http://www.nbcnews.com/video/rachel-maddow/51014448#51014448>

**Some technical resources:**

McMahan, R.K. (2016, January 18). *Kettering campus water update* [Memorandum]. Flint, MI: Kettering University. <https://my.kettering.edu/sites/default/files/resource-file-download/KetteringWaterAlumniParents1242016.pdf>

Hanna-Attisha, M., LaChance, J., Sadler, R. C., & Schnepp, A. C. (2016). Elevated blood lead levels in children associated with the Flint drinking water crisis: A spatial analysis of risk and public health response. *American Journal of Public Health*, *106*(2), 283-290.

doi: 10.2105/AJPH.2015.303003

**Some documentation of vulnerable populations:**

Adams, D. (2015, September 30). Water donations start to pour in for Flint schools after lead advisory. <http://www.mlive.com/news/flint/index.ssf/2015/09/flint_school_district_gets_wat.html>

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UN News Centre. (2016). *Flint Michigan crisis ‘not just about water,’ UN rights experts say ahead of President Obama’s visit*. Retrieved from <http://www.un.org/apps/news/story.asp?NewsID=53839#.VzCkcmPw9E4>

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**Title:***Flint Water Crisis in International Context*

**Name of Module Developer:**

Kathleen Woehrle, MSW, Ph.D. Central Michigan University, Michigan

**Purpose:**

The purpose of this module is to contextualize U.S. social welfare policy within the international context, provide learning exercises that encourage knowledge and advocacy practice skills for intervention at the levels of organizations and communities. The module is organized by a case study of the Flint Water Crisis (2014). The module, Flint Water Crisis in International Context is constructed as three sequential lessons. Each of the lessons could stand alone, the lessons are planned as a developmental progression from an entry level student and ending with sophisticated thinking and application to practice.

**Learning Objectives:**

Each lesson is organized by independent learning objectives, which are specifically identified at the beginning of each lesson.

**Estimated Time of Module (include the time of any class discussions/activities)**

Each module of lecture and classroom activities is designed to be delivered in one 80 minute semester class period. Preparation and homework activities are designed to require approximately 2 hours.

**Modality of Instruction (e.g., PowerPoint lecture, class/student exercises, video, readings)**

The module utilizes faculty led instruction, small group discussion, contemporary news reports and videos, internet access to support materials.

**Key Vocabulary**

post-industrialization, gentrification, United Nations’ classification of Developed and Developing nations, absolute poverty, relative poverty, oppression, the social contract, interdependence, social welfare policy. incrementalism, legislative balance of power, political party ideology, infrastructure support/failure, capital improvement, tax funding, health disparities, educational attainment, economic prosperity

**EPAS Competencies Addressed in This Module**:

These lessons address the following competencies identified in EPAS 2015.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

* apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
* engage in practices that advance social, economic, and environmental justice.

Competency 5: Engage in Policy Practice

* Identify social policy at the local, state and federal level that impacts wellbeing, service delivery and access to social services
* assess how social welfare and economic policies impact the delivery of and access to social services;
* apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 7: Assess Individuals Families, Groups Organizations and Communities

* select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

* critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

**Possible Location of This Module in the Curriculum**

This module was designed for Policy II, as the activities require students to integrate previous knowledge about the U.S. political system, policies and structures and are capable of analytical reasoning when comparing US policy to other International contexts. However, individual lessons may be useful in other classes: Lesson 1 could be useful to Policy 1, potentially in HBSE 1, and Lesson 3 could be useful in a macro practice course or a specialized course on international content.

**Exercise/Assignment**

* The first lesson, **Water is a basic need. Is it also a basic right?** (According to the UN Millennium Development Goal #7 it is) This allows the student to explore the importance of water in his/her daily living and then, with other students, explore the universality of the need for water, and one policy designed to assure all humans have the right to water.
* The second lesson, **Flint Michigan: The Face of Urban Post-Industrialization** - encourages students to explore demographic variables which describe Flint in terms of the UN definitions of Developed and Developing Nations. Students will study the history of Flint to understand the underlying systemic and structural issues leading to the crisis. Using census and GIS mapping data, students will explore the variability of poverty and oppression within a single nation state and relationships between social class and well-being which transcend political boundaries. The impact of lead poisoning on health disparities, educational attainment and economic prosperity will be identified.
* The third lesson, **Would solutions that work in other countries help U.S. cities like Flint?**  will facilitate the students’ transition from theory to practice. Applying the eight United Nations’ Millennium Development Goals to the community, the student will identify a particular goal for improving individual and social well-being of their focused community. Working with a small group of peers, the student will study options and strategies identified in the United Nations’ Sustainability Goals, 2030. The group will plan a macro practice intervention and present the solution to the class as a macro practice role play. (Note: This lesson may be more appropriate to an MSW or at least senior year curriculum.)

**Lesson One--Water is a basic need. Is it also a basic right?**

Learning Objectives

1. Students will observe the uses of water in daily living, and distinguish necessary from luxury use.

2. Students will review the International Bill of Human Rights and consider the Articles in relation to access to safe water.

3. Students will apply the concept of the social contract consider government role in assuring citizen’s basic needs, using the case of access to water.

Preparation

In the class prior to the first discussion of the Flint Water Crisis, students are assigned a homework activity with two parts: 1. Students are asked to keep a journal of how he/she uses water in a 24 hour period. 2. Students are asked to research the contribution of water to human biological health **(Popkin, D’Anci, Rosenberg, 2010).** Students are asked to bring the completed assignment to class and to be prepared to report their findings to the class.

Lesson 1 Activities

Students meet in small groups to compile the list of uses and contributions of water to health. Each group is provided with a single sheet of paper divided into 2 columns labeled *Necessary* or *Luxury* Items on the compiled list of uses of water are classified as *Necessary* or *Luxury* based on whether or not the use is part of essential body functioning or a measure of quality of life.

Students then study the effects of lead on body functioning, with particular attention to how the body was exposed to lead. **(ASTDR, 2012: WHO Fact Sheet, 2016).** The group returns to their list and highlight in red, those tasks which are high risk for lead exposure. Individually, students list the highlighted items which are part of their routine. Then group members study other effects of the water crisis **(Hellerstein, 2016).** Each student is asked to imagine he/she was abruptly placed in a similar water situation, and based on the list, evaluate their individual risk as: high, moderate, low or non-existent, and then hypothesize what accommodations to their schedule they would have to make to remain “un-exposed.” As a small group, students discuss reactions to the exercise and try to imagine what might happen if they had to make the accommodations over a long period of time. Students listen to Jeneyah McDonald’s story (**Shapiro, 2016)**. Students are asked to consider might feel if they were told about the risk well after the exposure had started, or if he/she had been providing the contaminated water to a loved one without knowing, if the responsible parties refused pay for the damage or the clean up?

Students view the DVD: **The Story of Human Rights (2012)** (9.5 minutes) available through United for Human Rights.com. In a large group discussion following the movie, students are asked to identify the three elements of International Bill of Human Rights (1976), and which document makes provision for the Right to Water. Students are asked to explain the difference between the International Declaration of Human Rights and International Bill of Human Rights and why each is important to international standards of well- being.

Homework: Students read the article about the UN’s perspective that water is a basic right **(UNHR, 2016).** Students also read **Feldman (2016)** which describes the parallels between Ancient Greek and modern leaders, as they struggle with maintaining the “social contract.” In a reflective essay, the student will respond to the UN statement that water is a basic right, stating whether they agree or disagree with the premise and using the concept of social contract as a means for supporting their decision.

Instructor Support Materials

Agency for Toxic Substances and Disease Registry (ATSDR) (2012). Lead Toxicity. Exposure Routes. <http://www.atsdr.cdc.gov/csem/csem.asp?csem=7&po=6>

Feldman, C. (February 10, 2016). Pliny vs Snyder – the Flint Water Crisis and Ancient Rome. The Public Humanist. MassHumanities.

 http://masshumanities.org/ph\_pliny-vs-snyder-the-flint-water-crisis-and-ancient-rome/

Hellerstein, E. (April 14, 2016). What we know about lead poisoning is scary. What we don’t know may be worse. ThinkProgress – Health.

 http://thinkprogress.org/health/2016/04/14/3768918/hidden-trauma-of-lead-poisoning/

Popkin, B.M., D’Anci, K.E., Rosenberg, I. H. (2010). Water, hydration and health. Nutrition Review. Oxford Press.

DOI: <http://dx.doi.org/10.1111/j.1753-4887.2010.00304.x> 439-458

Shapiro, A. (February 8, 2016). When every drop of water could be poison: A Flint mother’s story. Interview with Jeneyah McDonald. Presented on All Things Considered. National Public Radio. http[://www.npr.org/2016/02/08/465767796/when-every-drop-of-water- could-be-poison-a-flin](file:///E%3A%5CCase%20Study%20Flint%5C%3A%5Cwww.npr.org%5C2016%5C02%5C08%5C465767796%5Cwhen-every-drop-of-water-could-be-poison-a-flin)t-mothers-story

United for Human Rights*.* The Story of Human Rights (DVD)

<http://www.humanrights.com/#/home>

United Nations Human Rights, Office of the High Commissioner – (UNHR 2015) “Its not just about water, but about human rights.”

 [http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=19917&LangI D=E](http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=19917&LangI%09D=E)

World Health Organization (WHO) (2016) fact sheet about lead poisoning

http://www.who.int/mediacentre/factsheets/fs379/en/

**Lesson Two--Flint Michigan: The Face of Urban Post-industrialization**

Learning Objectives

1. Students will apply a definition of post-industrialization (e.g., socio-economic patterns, demographic variables) to differentiate Flint from Michigan/U.S.A. as United Nations’ Developing and United Nations’ Developed states, respectively.

2. Students will study Flint using Census Data, GIS mapping and historical timelines to identify the underlying systemic and structural issues which create the context of poverty and oppression leading to the water crisis.

3. Working in small groups 2-3, students prepare and present a poster with text to explain how lead poisoning impacts one measure of a risk to social well-being (i.e., health disparities, educational attainment, economic prosperity) and describes an example of this impact on one community.

Preparation

In the class prior to the second discussion of the Flint Water Crisis, students are assigned in small groups to research demographics of one zip code of Flint using an Interactive map provided by **Citi-Data.com**, **2016** which provides basic demographics of communities by Zip Code.

Lesson 2 Activities

Class begins with lecture describing the distribution of contaminated water by GIS data. **(Detroit News, 2016).** Census data is also used these patterns concepts of segregation, industrialization, centralizing and decentralizing core and secondary markets, urban sprawl, gentrification, revitalization.

Students meet in their small group to compile the research, and transpose the data onto a zip code puzzle piece. Students explore environmental, historical, social and economic events which impacted individual streets within the zip code **(Detroit Free Press, 2016),** Each puzzle piece is added to a larger state map. As a class, the criteria used by the United Nations to classify Developed and Developing countries is used to compare each zip code region with other zip codes and with larger geographic regions of the State of Michigan. The class votes to label Flint as developed or developing.

Lecture material regarding Flint history and the timeline of economic and political actions are used to describe the path to the crisis. **(Covert, 2016).** The policy concepts of incrementalism, legislative balance of power, and political party ideology are used to describe a cyclical pattern to investments in Flint. (i.e., erosion of the economic base, evolving standards of construction little investment in maintenance and capital improvements, deflecting economic liability to home-owners rather than collective interests.) The current conditions of Flint are presented using the dual focus of social work.

The small groups choose one of the measures of social wellbeing (i.e., health disparities, educational attainment, economic prosperity) to investigate regarding the impact of lead poisoning. Using census and GIS data, the group prepares a poster describing the relationship and its impact within their zip code region. Each group will present their poster in a subsequent class.

Homework: Students choose one of two articles to review:

Fears, D. (March 17, 2016). It’s not just Flint. Lead taints water across the U.S., EPA records show. The Washington Post.

Wines, M., Schwartz, J. (February 8, 2016) Unsafe lead levels in tap water not limited to Flint. New York Times.

These authors describe other rustbelt communities with similar lead contamination issues. After studying census data for one of the communities, the student is asked to write an essay about the similarities and differences between that community and Flint, and hypothesize why Flint is the focus instead of the other community.

Instructor Support Materials

City-Data.com provides an interactive map dividing the City of Flint by Zip Code and linking demographic measures to each zipcode.

 <http://www.city-data.com/zipmaps/Flint-Michigan.html>

Covert, B. (February 3, 2016). How racism and anti-tax fervor laid the ground work for Flint’s water crisis. ThinkProgress.org

http://thinkprogress.org/economy/2016/02/03/3745246/flint-water-crisis-history/

Detroit News Interactive Map February 16, 2016 600 houses with elevated lead in the water.

<http://content-static.detroitnews.com/projects/flint-lead-tests/>

Fears, D. (March 17, 2016). It’s not just Flint. Lead taints water across the U.S., EPA records show. The Washington Post. [https://www.washingtonpost.com/news/energy- environment/wp/2016/03/17/its-not-just-flint-lead-taints-water-across-the-u-s-the-epa- says/?utm\_term=.6c89d02ff431](https://www.washingtonpost.com/news/energy-%09environment/wp/2016/03/17/its-not-just-flint-lead-taints-water-across-the-u-s-the-epa-%09says/?utm_term=.6c89d02ff431)

Wines, M., Schwartz, J. (February 8, 2016) Unsafe lead levels in tap water not limited to Flint. New York Times. [http://www.nytimes.com/2016/02/09/us/regulatory-gaps-leave-unsafe- lead-levels-in-water-nationwide.html?\_r=0](http://www.nytimes.com/2016/02/09/us/regulatory-gaps-leave-unsafe-lead-levels-in-water-nationwide.html?_r=0)

World Health Organization (2016) discussion of social determinant of health.

<http://www.who.int/phe/en/>

**Lesson Three--Would solutions that work in other countries help U.S. cities like Flint?**

Learning Objectives

1. Students will apply the concepts of social development to social welfare conditions which correlate with the emergence of a water crisis.

2. Students will measure Flint according to the 2000 United Nations Millennium Development Goals (MDG) and compare Flint with the rank order of developed/developing nations.

3. Students will participate in a group presentation which describes a social work advocacy project for Flint, based on a strategy identified in United Nations’ Sustainability Goals, 2030

Preparation

In the class prior to the third discussion of the Flint Water Crisis, students are assigned two readings:

Midgley, J. (2003). Social development: the intellectual heritage. Journal of International Development. 15, 7, 831-844.

<http://dx.doi.org/10.1002/jid.1038>

Stone, J. (January 9, 2016). What you need to know about lead poisoning: Flint Edition. Forbes.

<http://www.forbes.com/sites/judystone/2016/01/09/what-you-need-to-know-about-lead->

poisoning-flint-edition/#2a29ec74212f

Lesson 3 Activities

Students begin class working in small groups discussing ways to integrate the content of the two articles into a statement of the problem. **(Midgley, 2003)**

The defining qualities of Social Development **(MDG, 2000 Goal 7 Addresses water)** andprinciples of Social Development **(Midgley, 1994)** are presented as lecture. Students compare the MDG goals to zip code data and choose one goal as a focus for social work intervention.

Students compare Flint’s statistics regarding social development goals with the rank position of other countries. **(HDR, 2014 – pp. 168+)**

The United Nations’ **Sustainability Goals, 2030 (SDGS)** are presented in lecture format. **(UNHP- SDGS, 2015 Goal 6 addresses Water)**. Students study strategies identified in the Sustainability Goals (17 Sustainability goals, 2016 and choose one to apply to the goal established by the small group. Each small group creates a presentation of an advocacy plan to implement the chosen sustainability strategy to address the group’s defined development goal.

Instructor Support Material

Historical time line for the emergence of the UN Sustainability Goals. (1974-2015)

<https://sustainabledevelopment.un.org/intergovernmental>

Human Development Report (2014). United Nations Development Programme. (HDR, 2014)

 <http://hdr.undp.org/sites/default/files/hdr14-report-en-1.pdf>

Katherine A. Kendall Institute for International Social Work Education- Resources for internationalizing the Social Work Curriculum

<http://www.cswe.org/CentersInitiatives/KAKI/KAKIResources/24997.aspx>

Midgley, J. (1994). Defining social development: Historical trends and conceptual formulations. *Social Development Issues*, *16*(3), 3-19.

Midgley, J.(2003). Social development: the intellectual heritage. Journal of International

 Development. 15,7,831-844. http://dx.doi.org/10.1002/jid.1038

Sustainability Goals – (2015) 17 Goals and 30 Topics included in the priorities of the UN Sustainability goals. <https://sustainabledevelopment.un.org/topics>

Stone, J. (January 9, 2016). What you need to know about lead poisoning: Flint Edition. Forbes.

<http://www.forbes.com/sites/judystone/2016/01/09/what-you-need-to-know-about-lead->

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