1. Course Description:

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relations to the diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).
2. Course Content:

There are four main content areas for the course.

1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of:
   - the individual
   - the family
   - the community, groups, educational settings, churches, and workplaces
   - the nonprofit sector
   - the government at various geographic levels.

2. The history of the social work profession:
   - from the altruistic philanthropist to the development of professional practice
   - the emergence of distinct methods of practice in their historical context
   - the influence of religious values, ethics, and social and political climates on the profession’s development
   - the emergence of specific policies and programs within their historical, social and political contexts.

3. A critical analysis of current social welfare policies, and programs, nationally and cross-nationally with attention to:
   - the strengths and weaknesses of various policies and programs
   - evolving population needs
   - the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives.

4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to:
   - services for families, children, adolescents, adults, and the aging (including income maintenance, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation
   - community service programs.

3. Course Objectives:

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

1. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession.

2. Describe and critically analyze current social welfare policies, procedures, and programs including the role of behavioral and social science research and theory in their evolution.

3. Discuss the strengths and limitations of the current social welfare system in terms of the functions of the provision of basic needs, protection of the vulnerable, prevention, promotion,
treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses.

4. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health and mental health services, child welfare, educational practices, services to the elderly, and corrections.

5. Discuss and critically analyze current debates, trends, and ethical issues in each specific field of service presented in the course including the implications for social work practice and promoting social justice and social change.

4. Course Design:

It is anticipated that the multiple sections of this course will be coordinated and lectures, assignments, readings, class exercises, and examinations will be shared across instructors. Various classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students and guest lecturers.

5. Relationship of the Course to Four Curricular Themes:

• Multiculturalism and Diversity. The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.

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

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

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

6. Relationship of the Course to Social Work Ethics and Values:

The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

8. Textbook, CTools Readings, and Supplementary News Media Recommendations

Required Textbook

Required textbook may be purchased at Ulrich’s, Michigan Book and Supply and Michigan Union Bookstore.

One copy of the textbook is also on reserve for SW 530 in Shapiro Library.

CTools Readings: Available through the course CTools site *(SW 530 003 Fall)* in the “Resources” section of CTools, organized by each class session’s weekly folder.

Students are strongly encouraged to read the required textbook readings and a sampling of the CTools readings prior to each week’s discussion. The wider the review of the materials each student has prepared, the richer the class discussion can be.

Recommended Media

- The best way to keep current on policy issues is to regularly read a major newspaper, such as the New York Times ([www.nytimes.com](http://www.nytimes.com)) or The Washington Post ([www.washingtonpost.com](http://www.washingtonpost.com)).
- The PBS NewsHour. The NewsHour is online at [www.pbs.org/newshour](http://www.pbs.org/newshour)
- CNN News and Policy discussions;
- “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).
- Evening Network News - (CBS, ABC, NBC).
9. Written Assignments and Grading

(A) Library Assignment (see grading note) – Students are expected to complete the library tutorial on or before Friday October 7th. See the general social work library web site http://guides.lib.umich.edu/social-work
http://guides.lib.umich.edu/policy-tutorial
(Note the quiz will be removed from the website shortly after this date). Students must complete the library quiz with a score of 80% or better. The final course grade will be marked down one grade step (example: from A- to B+) for failure to satisfactorily complete the quiz. (See handout on library assignment available in CTools in “Resources”).

(B) Oral Class Presentation Assignment - Pick one class week and sign up to do a presentation on one article from the CTools readings. On the week that you sign up, your assignment will be to present a brief summary of the article to the class and then explain to the class how this article deepens, complicates, connects, or contradicts the information presented in the textbook or other readings for that week. A goal of your presentation is to challenge the class to discuss your ideas.

The sign up process for this is via the "Schedule" feature of our CTools site (SW 530 002 F10). Go to our class site, click "Schedule", then click "Add" at the top, complete the "Add Event" form, type your name and the title of the article you want to present in "Title", choose the "Date" and "Start Time", and click "Save Event" at the bottom.

(C) Competencies Essay Assignment: This purpose of these 3 short essays (2 pages each HARD COPY ONLY) is for you to critically engage in the task of making the intellectual link between course content and your development as a professional social worker. During the course of the semester, I ask you to do the following after three class lectures/discussions:

a. Reflect deeply on the lecture material.
b. Identify a core competency and/or practice related behavior by number and letter. For example, you might pick EP 2.1.4 which reads, “Engage diversity and difference in practice” or you might pick a specific practice behavior in this section such as, EP 2.1.4(a) which reads, “recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power.”
c. See the handout (posted on CTools Resource) for details of this assignment – you have a choice of which sessions to write on and they are due on Oct. 4 (ungraded), Nov. 1 and Nov. 22.

(D) Policy Paper (40%) - Comparing Social Welfare Policies/Programs (See separate handout with instructions). Due dates: Preliminary Paper Outline (October 11 in class). Final Paper (November 22 in class).
Several articles that might be useful as you begin to think about this assignment are posted on CTools but are not required reading. They are:


Each student will have 10 minutes (Max.) to present his/her paper and answer questions in our last class on December 13.

**D** Final Take-home Exam (40%) - The final is a take-home exam in essay question format. The exam will cover material in readings and emphasized in class lectures and discussion. It will review material from the whole semester and will be comprehensive. **Distributed:** December 6th. **Due date:** Friday, December 16th by 5:00pm.

**E** 20% of your final grade will be based on satisfactory completion of the library quiz, the competencies essays, the quality of your oral class presentation and policy paper presentation, and the instructor’s assessment of your participation in class discussion & attendance.

**ASSIGNMENT DUE DATES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORAL PRESENTATION</strong></td>
<td>Scheduled throughout the term</td>
</tr>
<tr>
<td><strong>LIBRARY QUIZ</strong></td>
<td>Friday October 7</td>
</tr>
<tr>
<td><strong>COMPETENCIES ESSAYS</strong></td>
<td>October 4, November 1, November 22</td>
</tr>
<tr>
<td><strong>PAPER ASSIGNMENT:</strong></td>
<td></td>
</tr>
<tr>
<td>Preliminary Outline</td>
<td>October 11 in class</td>
</tr>
<tr>
<td>Final Paper</td>
<td>November 22 in class</td>
</tr>
<tr>
<td>Paper Presentation</td>
<td>December 13 in class</td>
</tr>
<tr>
<td><strong>FINAL EXAM:</strong></td>
<td></td>
</tr>
<tr>
<td>Given out</td>
<td>December 6 in class</td>
</tr>
<tr>
<td>Final due</td>
<td>Friday December 16 at 5pm</td>
</tr>
</tbody>
</table>
Writing Assistance

Sweetland Writing Center
One of the benefits of being a student at the University of Michigan is the range and depth of resources to which you have access. The Sweetland Writing Center (SWC) is one such resource. For help with the final paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. SWC is located at 1310 North Quad (corner of W. Washington and State St.) You can register with them online and schedule an appointment:
Website: http://www.lsa.umich.edu/sweetland/

Tutoring and writing assistance for social work courses is also available in Career Services. Contact micwoods@umich.edu

Another resource is the English Language Institute: http://www.lsa.umich.edu/eli

Grades

The criteria for each grade are as follows:

A+, A, A- Superlative mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.
B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
B Mastery of subject content at level of expected competency – meets course expectations
B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
C or C- Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
F Student has failed to demonstrate minimal understanding of subject content.

Notes on Grading:

1. Class attendance and class participation are considered essential for this course. Therefore you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class.

2. I grade all papers anonymously. Put only your student identification number on your submitted work. After I have read and graded all the papers, I will determine which paper belongs to whom.

3. 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.
4. 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.

General Expectations for Written Work:

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

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

Plagiarism – presenting another’s words or ideas as your own – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct.


Another helpful resource can be found at:
http://www.lib.umich.edu/academic-integrity/resources-students

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

Accommodations/Special Needs

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

To find out more about services, or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price-Reed, LMSW (ndp@umich.edu) or Lauren Davis, LLMSW (laurdavi@umich.edu) at the School of Social Work, 734-936-0961.

Health and wellness services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates, Lauren Davis or Nyshourn Price-Reed, listed above.
10. Schedule of Classes & Assignments

**Session 1: September 6**
**Introduction**
Course overview, assignments, grading, expectations etc. and initial discussion of social welfare policies

**Session 2: September 13**

**Text Reading:**
- Jansson, Chapters 1-2 (pages XVII-57) (Also posted in CTools)

**CTools Reading:**

**Session 3: September 20**
Roots of European Social Welfare History and the American Colonial Period

**Text Reading:**
- Jansson. Chapter 3 (pp.58-93)

**CTools Reading**

**Session 4: September 27**
19th Century American Social Welfare and the Civil War

**Text Reading:**
• Jansson. Chapter 4 (pp.94-152)

CTools Reading:

Session 5: October 4
The Progressive Era and Roots of Social Work
Text Reading:
• Jansson. Chapter 5 (pp.153-196)

CTools Reading:

Session 6: October 11
New Deal and Creation of the Welfare State: Social Security Act
Text Reading:
• Jansson. Chapter 6 (pp.197-259)

CTools Reading:

Oct. 18 FALL BREAK - No Class

Session 7: October 25
The “Discovery” of Poverty, Great Society, Anti-poverty programs, and the Expansion of the Welfare State

Text Reading:
• Jansson. Chapter 7-8 (pp.251-325)

CTools Reading:

Session 8: November 1
Reagan Legacy: Retraction of the Welfare State; Clinton Re-defining Poverty

Text Reading:
• Jansson. Chapter 9-10 (pp.326-416)

CTool Reading:

Session 9: November 8
Text Reading:
- Jansson. Chapter 11-12 (pp.417-487)

CTools Reading:

Session 10: November 15
Policies and Services: Health and Mental Health
NO Text Reading

CTools Reading:

Session 11: November 22
Policies and Services: Children and Families
NO Text Reading

CTools Reading:

**Session 12: November 30**

**Policies and Services for Older Adults**

NO Text Reading

**CTools Reading:**


**Session 13: December 6**

**Future Directions, Social Welfare Policy Analysis & Advocacy for Social Work**

Text Reading:

• Jansson. Chapter 13-14 (pp.488-536)

**CTools Reading:**


**Session 14: December 13**
Last day of class: Policy Paper Presentation

** FINAL EXAM DUE DECEMBER 16 by 5:00 pm **