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 support, 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 relation to diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).
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 support, 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, such as 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 some of the specific fields 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


Available locally at:
- Ulrich’s Bookstore
  549 East University Avenue
  Ann Arbor, MI 48104
  books@ulrichs.com

- Barnes & Noble @ the University of Michigan Bookstore
  530 S. State Street, Michigan Union basement, south side of building
  Ann Arbor, MI 48109
  tm743@bncollege.com

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

Additional Required Readings: Available through the course CTools site (SW 530 005 F12) in the Resources section of CTools, organized by each class session #, as shown in syllabus.

Students are required to read the textbook 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. Note that for sessions 10-12, there are no text readings assigned.
Important, Supplementary Media
1. 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) or The Washington Post (www.washingtonpost.com). The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. As with all newspapers, one should be careful to distinguish between the news reports and the editorial commentary.
   a. The NYT also offers a student discount rate on student subscriptions to hard copy editions.

2. News reports and feature shows (such as on MSNBC, CNN or ABC Nightline) are another source of information about current policy issues. The PBS News Hour with Jim Lehrer on Public Television is an excellent source of more in-depth discussion of ongoing and emerging policy issues.

Additional Recommended Media
- Local Newspapers (Ann Arbor, Detroit);
- 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).

3. The Presidential Election Debates will be critical content for our course. They will air on October 3, 11, 16, and 22.

9. Assignments and Grading

A) Oral Class Presentation Assignment – Pick one class week and sign up to present on one article from the CTools readings. On the week that you sign up, your assignment will be to present a BRIEF (10 minutes MAX) highlight of the article to the class, with your analysis of how this article deepens, complicates, connects, or contradicts the information presented in the text or other readings for that week. A goal of your presentation is to challenge the class to discuss your ideas. DO NOT SUMMARIZE the article, but try to point out any controversies/contradictions you find.

   a. There will be two-four CTools readings for sessions 3-12 – if you are presenting on a week in which someone else has already signed up, it will be up to you and your co-presenter(s) to decide who will read which article.

   b. The sign up process for this is via the Schedule feature of our CTools site (SW 530 005 F12). Go to the session week you want to sign up (between sessions 3-12) and type your name in the Tuesday 2-5 time frame for a 15-minute interval. Confer with the others who signed up on your week and with me via email about your article selection. If more people need to choose a particular date than I have suggested, see me or email me and the others on the schedule for that week.
B) **Policy Paper:** Comparing Social Welfare Policies/Programs (See separate handout with instructions). Due dates: Preliminary One Page Description with References (Oct 9th). Paper HARD COPIES ONLY (Nov 6th or Nov. 13th). The research paper assignment will be posted on CTools and handed out early in the term.

a. This research paper is worth 40% of the final grade. Plan to complete the paper on whichever date is best for your schedule, given your assignments in other classes.

b. Take adequate time to use the library research guide developed by Social Work Librarian Sue Wortman to familiarize yourself with social policy literature research tools and process.

C) **Final Take-home Exam** - The final is a take-home exam in essay question format. The exam will be short answer essays, covering material in readings and emphasized in class lectures, handouts and discussion. It will review material from the whole semester and there will be choice in which essays you answer. Distributed December 4th. Due date: Thursday December 13th by 5:00 PM. HARD COPIES ONLY. The final essays exam is worth 40% of the final grade.

D) 20% of your final grade will be based on the instructor’s assessment of your participation in class discussion & attendance, and the quality of your oral class presentation.

**ASSIGNMENT DUE DATES**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
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<tr>
<td>ORAL PRESENTATION</td>
<td>Scheduled throughout the term</td>
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<tr>
<td>WRITTEN ASSIGNMENT</td>
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<tr>
<td>Topic Statement</td>
<td>Oct. 9th</td>
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<tr>
<td>Research Paper</td>
<td>Nov 6th or 13th</td>
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<tr>
<td>FINAL ESSAY EXAM</td>
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<tr>
<td>Given out</td>
<td>December 4th</td>
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<tr>
<td>Final due</td>
<td>Thursday December 13th</td>
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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 excellence in these skills are demonstrated.

B+, 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.

Four 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 to enhance the class discussion. 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 and exams, 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.)

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 is one such resource. Graduate students are eligible for seven sessions per semester. For help with your paper, please 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 on line and schedule an appointment: Website: http://www.lsa.umich.edu/sweetland/

School of Social Work Career Services

Tutoring and writing assistance for social work courses is also available at the School of Social Work Career Services Office located in 1696 SSWB. To schedule an appointment, email the office staff at ssw-cso@umich.edu

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

Plagiarism

Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation – 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:

http://ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1

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.
Students with Disabilities

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, register for services, or volunteer as a reader, note taker, or tutor, contact the University’s 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, LMSW (ndp@umich.edu) or Lauren Davis, LMSW (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, listed above.
10. Schedule of Class Sessions & Assignments

SEPTEMBER 4 (SESSION 1)
Course overview, assignments, grading, expectations etc. Why should social workers care about social welfare policy and history? What is social welfare? How do we define social justice?

Text Reading:
- Jansson, Invitation to Students & chapters 1-2: (pp. xvii-57) (also posted in CTools)

C Tools Reading:

SEPTEMBER 11 (SESSION 2):
SPECIAL EVENT: THE OTHER AMERICA: THEN AND NOW
Class will meet until break, then go to Rackham auditorium for 4-5:30 Event:

All required to attend event in Rackham Auditorium 4-5:30pm
One nation, (in) divisible: The Future of Inequality in America, a debate with Charles Murray and Jared Bernstein, moderated by Clarence Page

For those of you who might be very interested in one of two sessions in the Michigan League from 2:15-3:45, please let me know and I can see if there are openings:
  a. The future of workforce development, Koessler Room OR
  b. Increasing global competitiveness through informal science education, Michigan Room

C Tools Reading:
SEPTEMBER 18 (SESSION 3):
DISCUSSION OF SESSIONS 1-2 READINGS AND THIS WEEK’S: ROOTS OF EUROPEAN SOCIAL WELFARE HISTORY AND THE AMERICAN COLONIAL PERIOD

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

CTools Reading:

SEPTEMBER 25 (SESSION 4):
19TH CENTURY AMERICAN SOCIAL WELFARE AND THE CIVIL WAR

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

CTools Reading:

OCTOBER 2 (SESSION 5):
THE PROGRESSIVE ERA AND ROOTS OF SOCIAL WORK

Text Reading:
- Jansson Chapter 5 (pp. 153-196)

CTools Reading:

**OCTOBER 9 (SESSION 6):**
**NEW DEAL AND CREATION OF THE WELFARE STATE: SOCIAL SECURITY ACT**

**Assignment: Topic Statement and Initial References for Paper comparing social welfare policies/programs Due**

**Text Reading:**
• Jansson, Chapter 6 (pp. 197- 250)

**CTools Reading:**

**OCTOBER 16 FALL BREAK, NO CLASS**
OCTOBER 23 (SESSION 7):
THE “DISCOVERY” OF POVERTY, GREAT SOCIETY, ANTI-POVERTY PROGRAMS, AND THE EXPANSION OF THE WELFARE STATE

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

CTools Reading:

OCTOBER 30 (SESSION 8):
REAGAN LEGACY: RETRACTION OF THE WELFARE STATE;
CLINTON RE-DEFINING POVERT

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

CTools Reading:
• Murray, C. FROM SESSION 2
• Bernstein, J. FROM SESSION 2

NOVEMBER 6 (SESSION 9):
G.W. BUSH: FAITH, POLITICS, SEXUAL ORIENTATION, AND SOCIAL POLICY & PRIVATE PHILANTHROPY

**ASSIGNMENT: Comparing Social Welfare Policies/Programs paper due Nov.6 or 13**

Text Reading:
• Jansson Chapters 11-12 (pp.417-487)
CTools Reading:


**NOVEMBER 13 (SESSION 10):**

POLICIES AND SERVICES: HEALTH AND MENTAL HEALTH

**ASSIGNMENT: Comparing Social Welfare Policies/Programs paper due Nov. 6 or 13**

NO Text Reading

CTools Reading


**NOVEMBER 20 (SESSION 11):**

POLICIES AND SERVICES: CHILDREN AND FAMILIES

NO Text Reading

CTools Reading

NOVEMBER 27 (SESSION 12):

POLICIES AND SERVICES FOR THE ELDERLY

NO Text Reading

CTools Reading


DECEMBER 4<sup>ND</sup> (SESSION 13):

Summary, Social Welfare Policy Analysis & Advocacy for Social Work

**ASSIGNMENT: Final Exams Distributed; (DUE No later than DECEMBER 13 by 5 p.m. at 2710 SSWB; HARD COPY PLEASE)**

Text Reading:
- Jansson, Chapters 13 – 14 ( pp. 488-536)

CTools Reading
- Tough, P. FROM SESSION 7
- Shaefer, H.L. & Skocpol FROM SESSION 8
DECEMBER II (SESSION 14)
LAST DAY OF CLASS: REVIEW, DISCUSS PAPERS

**ASSIGNMENT: Final Exams Distributed; (DUE No later than DECEMBER 13 by 5 p.m. at 2710 SSWB; HARD COPY PLEASE)**