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; and, community service programs.

3. Course Competencies and Practice Behaviors
This course addresses the following competencies and practice behaviors:

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

COMPETENCY 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in
organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination
5.3 engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

8.1 analyze, formulate, and advocate for policies that advance social well-being

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

4. 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. (Practice Behaviors 4.1, 5.1, 9.1)

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. (Practice Behaviors 3.1, 4.1, 5.3, 9.1)

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. (Practice Behaviors 4.1, 5.1, 6.2, 9.1)

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. (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1)

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. (Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)

5. 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.

- **Theme Relation to Multiculturalism & 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.

- **Theme Relation to Social Justice:** The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.

- **Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:** The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

- **Theme Relation to Behavioral and Social Science Research:** Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

- **Relationship to SW 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.
5 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.

7. Textbook, Ctools Readings, and Supplementary News Media Recommendations

Required Textbook


**Please note that this is newer, very up to date version of the text. It is therefore crucial that you obtain this edition and not an earlier one so that you get the needed content from the 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 530 001 F13) in the Resources section of Ctools, organized by each class session as listed in the syllabus.
Students are required to read the textbook and some or all of the Ctools readings prior to each week’s class. Ctools readings are either required to be read by everyone or are assigned based upon the first letter of the student’s last name. However, students are strongly encouraged to read all of the selections in order to facilitate an even richer class discussion and deeper understanding of the issues.

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).

8. Assignments and Grading

A) Reading Group Facilitation – Starting with Session 4 (September 24) and throughout the rest of the term, 25-30 minutes of class time will be reserved for in-depth discussion of the readings. Each student will pick one class session and then one Ctools reading from that class session and sign up to co-facilitate a small group discussion. On the week that you sign up, your assignment will be to prepare a set of discussion questions (no more than 4) and lead the group in a discussion of the issues raised by the article. You will turn in your questions to the instructor at the end of the class.

In facilitating, you should present the group with questions that allow for exploration of some of the issues raised by the article; questions that merely elicit factual responses are not ones that will yield discussion. This assignment will be graded Satisfactory or Unsatisfactory, but you must complete it. 10% of grade.

i. The sign up process for this is via the Schedule feature of our Ctools site (SW 530 001 F13). Go to the week you want to sign up and enter your name below the reading you wish to discuss. Only two people per reading please; if the reading
is already selected, you will need to make a different choice. If there are more readings than students to present, then I reserve the right to require additional readings from everyone.

ii. Although you and your co-facilitator are not required to make any kind of coordinated presentation, touching base with each other and looking at each other’s questions ahead of time is strongly encouraged.

iii. On weeks you are not facilitating, you will read the article that is assigned based upon the first letter of your last name. Please note that when selecting an article for facilitation, you do not need to stick to the one assigned to your last name.

B) **Policy Research Paper:** Comparing Social Welfare Policies/Programs (separate handout with instructions forthcoming). There are two components of this assignment:

i. **Short paper on your social problem** – due date Oct. 8th; no more than 2 pages double spaced, hard copy only. 20% of your final grade

ii. **Research paper** - due date Nov. 12th, no more than 12 pages double spaced (excluding references), hard copy only. 35% of your final grade

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. More information on this guide will be available soon, and Sue will give an in-class presentation on using the library’s resources.

On the last day of class, we will spend part of the session discussing the papers you wrote.

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 choices in which essays you answer. Distributed December 3rd. Due date: Friday, December 13th by 5:00 PM. HARD COPIES ONLY. The final exam is worth 25% of the final grade.

D) 10% of your final grade will be based on the instructor’s assessment of your participation in class discussion & attendance. Student attendance is expected at every class session, and attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. More than two unexcused absences will result in the lowering of your grade.

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization, respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from and may still reflect biases and negative beliefs about certain populations. Questioning and

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1 I recognize that illness and other unforeseen emergencies may arise over the course of the term. Please contact me as soon as possible if you are ill or encounter an issue that would lead you to miss class. In the event of severe weather, I will try to make arrangements for an alternative forum for class (e.g., via Ctools or Google).
disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect. Class participation, based upon your attendance the instructor’s assessment of your contributions, will be worth 10% of your grade.

Ample opportunities will be given for students to participate, including through short, in-class exercises.

Summary of Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Reading facilitation</td>
<td>Throughout term</td>
</tr>
<tr>
<td>Social problem paper</td>
<td>October 8th</td>
</tr>
<tr>
<td>Research paper</td>
<td>November 12th</td>
</tr>
<tr>
<td>Final exam</td>
<td>December 13th</td>
</tr>
</tbody>
</table>

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+** 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. If you want me to read drafts I generally am able to do so, but know that you may give up anonymity.

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. If I read and give feedback on a paper draft you should also not assume that following my suggestions will result in an “A.”

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.

How I Calculate Your Final Grade

In calculating your final grade, I use numerical values that correspond with the grade you received. An “A” is 4 points; an “A-“ is 3.7 points; B+ is 3.3 points; and B is 3.0 points and so forth. I often give grades that are in between, such as A/A-. For grades such as these, the point value is half way between. So A/A- is 3.85; A-/B+ is 3.5; B+/B is 3.15 points, etc. Each grade is weighted by the value of the assignment. As an example, a B+/B on the final (25%) would translate to a weighted grade of 0.7875 (.25*3.15). Once the weighted values are calculated, they are summed into a final number that looks something like a GPA (e.g., 3.2, 3.65, etc). 3.7 or higher is an A; less than 3.7 but greater than or equal to 3.5 is A-; less than 3.5 but greater than or equal to 3.3 is B+; and less than 3.3 but greater than or equal to 3.0 is a B. Students who are right on the margin (for example 3.49) will have their attendance/participation considered when determining whether the grade is rounded up or not.

While this might seem overly complex, I’ve found it to be the fairest and most transparent method of grading.

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. For help with your 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 on line 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

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. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential.

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-Reed, LMSW (ndp@umich.edu) or Lauren Davis, MSW, 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-Reed, listed above.
Schedule of Class Sessions & Assignments

September 3 (Session 1)
Course overview, assignments, grading, expectations etc. Why should social workers care about social welfare policy and history? Definitions of poverty, inequality, and other related terms. In-class exercise on allocation.

September 10 (Session 2)
What is social justice? What is social welfare? Definitions of social policy and theories of social justice. Discuss session 1 readings and begin discussion of session 2 readings in preparation for afternoon event.

Ctools Readings (required for all):

September 17 (Session 3):

Research paper assignment handed out

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

Ctools Readings (required for all)
September 24: (Session 4)
The roots of European social welfare history and the American colonial period
**Reading group day**

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

Ctools Readings:

October 1 (Session 5):
19th Century American social welfare and the Civil War
**Reading group day**

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

Ctools Readings:

October 8 (Session 6):
The Progressive Era and Roots of Social Work
**Short paper on your social problem due at beginning of class**

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

Ctools Readings:


October 15: No Class, Fall break

October 22 (Session 7):
New Deal and creation of the welfare state: The Social Security Act

**Reading group day**

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

Ctools Readings:


October 29 (Session 8):
The “discovery” of poverty, Great Society, anti-poverty programs, and the expansion of the welfare state

**Reading group day**

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

November 5 (Session 9):
Reagan Legacy: Retraction of the Welfare State Re-defining Poverty

**Reading group day**

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

Ctools Readings:

November 12 (Session 10):

**Policy research paper due**

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

Ctools Readings:
November 19 (Session 11):

Policies and Services: Health and Mental Health

**Reading group day**

Ctools Readings (required for all; discussion groups listed below)


November 26 (Session 12):

Policies and Services: Children and Families

**Reading group day**

Ctools Readings (required for all)

December 4 (Session 13):
  Policies and Services for the Elderly

Ctools Readings (required for all)

Final Exams will be distributed

December 11 (Session 14):
  Summary, Social Welfare Policy Analysis & Advocacy for Social Work; Review; Discuss papers

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

Ctools Readings
- TBA

Reminder, Final Exams due 12/13 by 5pm in room 2770; hard copies only