

**Introduction to Social Welfare Policy and Services**

Fall 2014

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| COURSE NUMBER:      | SW 530-003  |
| MEETING DATES/TIME: | Tuesdays 9-12pm (September 2—December 9, 2014)  |
| ROOM:               | B780 SSWB   |
| INSTRUCTOR:         | Colleen E. Crane MSW, LMSW<br>Email: <a href="mailto:kennac@umich.edu">kennac@umich.edu</a> . Emergency: 248-330-3585 |
| OFFICE HOUR:        | Tuesday 12:15-1:15pm<br>Tuesday 5:15-6:15pm or by appointment<br>Office: 2740 SSWB                                    |

**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).

**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.

### **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

**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 2.3, 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)

**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.

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| <b>Theme Relation to Multiculturalism &amp; Diversity:</b>                      | 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. |
| <b>Theme Relation to Social Justice:</b>  | The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.  |
| <b>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</b> | The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.  |
| <b>Theme Relation to Behavioral and Social Science Research:</b>                | Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.  |
| <b>Relationship to SW Ethics and Values:</b>                                    | 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.   |

**Faculty Approved:** October 17, 2012

### **A. Academic Conduct and Integrity**

Please see Chapter 12: Student Code of Academic and Professional Conduct in the *Student Guide to the Master's in Social Work Degree Program* (<http://www.ssw.umich.edu/studentGuide>) for a discussion of student responsibilities for academic conduct and integrity. In particular, please pay attention to issues related to plagiarism. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation. This includes using work from other courses in this course and presenting it as new material for completion of assignments.

#### Writing Assistance

I take reviewing and grading your written work very seriously. I ask that you take pride in your written work and ask for help if needed. I am available to review assignments for feedback and editing, if there is time. However, if you need additional assistance, the SSW has a resource for you. Please check out: <https://sites.google.com/a/umich.edu/ssw-writing-help/>. The School of Social Work Writing Assistance is located in career services. They are also available for assistance in writing your resume, cover letter, and goal statement if needed. There is also a link to OWL Purdue on Ctools. OWL Purdue is a great resource for everything related to APA format and style. Here is the link as well: <https://owl.english.purdue.edu/owl/resource/560/01/>

### Accommodations for Students with Disabilities

If you need accommodation for a disability or other special need, please let me know as early as possible (by the third week of class) so that we can work out the necessary arrangements. Also note that Office of Student Services in the SSW offers support to students with disabilities, as well as students with other issues such as emotional, health, family, and financial problems. Please see Chapter 19: Students with Disabilities-Relevant Policies in the *Student Guide to the Master's in Social Work Degree Program* (<http://www.ssw.umich.edu/studentGuide>) for additional resources.

### Religious Observances

Please notify me (by the third week of class) if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.

### **B. Assignments:**

**Attendance is necessary for participation to occur but attendance alone is not enough –you have to actively engage – ask and answer questions, make comments. Participation counts for 10% of your overall grade. If you are to miss more than 2 classes during the semester, you will need to speak with me, as an additional writing assignment will be required of you.**

Typically each week we'll have some combination of lecture, small group discussion and full class discussion. Lecture outline will be posted on the class web page before night of lecture. Each week there will be assigned readings. As we progress through the semester, I will begin to highlight readings based on our class discussions. Each week, in discussion you will be asked about the core concepts and relevant implications of these concepts. Core concepts should link from one week to the next in the sense that you should be asking yourself (and me) how the current week's content relates to what we already learned. The goal of the discussions is to create an active learning context in which each week's content is actively linked to prior content so that by the end of the semester, students will have a linked memory structure, facilitating later recall and use of the material in class and in the field.

Please note that if you are more than 15 minutes late to class, your participation for that day will be marked accordingly. Class begins promptly at 9:10am; a sign in sheet will be passed around and collected shortly after. As social workers it is important that we value the time of the clients and families we work with, by arriving on time and participating in class we are working to instill those values from the beginning of our practice. This class serves as the foundation of your practice as a social worker!!

### **Assignment #1: Hot Topics (5% of grade)**

**Due: September 30, 2014**

#### **Hot Topics Assignment Preface**

This assignment is designed to allow students to explore a "hot topic" (one that seems to be receiving considerable media attention at the moment) over the course of the semester. It will allow you to think critically and develop knowledge about a policy issue currently receiving a great deal of media attention. Ideally, the topic you choose be the one on which you write your two independent (but related) papers. Students will also submit a reference list and annotated bibliography at the end of the semester demonstrating that they have been actively following the policy debates over the semester. Although students may follow a broad policy area, the two

written assignments will require the student to continually narrow his or her focus. In the first written assignment, the student will write a paper on some of the historical antecedents of the policy debate that you are following and identify a single specific social welfare policy (or proposal) for further investigation. In the second written assignment, the student will write a policy memo on the selected policy (or proposal). This policy memo will be written for the NASW membership and should be informed by social work values. In short, this assignment is designed to allow each student to explore a broad domain of social welfare policy and to gain expertise on a single, specific, social welfare policy within that broader domain.

### **Hot topics Assignment Overview**

Students must select one broad policy domain in which to situate the course assignments. These domains may include:

- Crime & Incarceration
- Sexual assault/rape
- Voting rights
- Poverty/Economic Inequality
- Immigration Reform
- Health Care Reform
- Pre-K-12 Education Reform
- LGBTQ Rights/Marriage Equality
- Minimum Wage and Low Wage Working Conditions

The student will be required to be prepared to discuss these topics in relation to material covered in the text and assigned readings throughout the term and will hand in three written products over the course of the semester: The Hot Topic Reference List and Annotated Bibliography; the Historical Context Paper; and the Policy Memo. Specific instructions for each are included below.

### **HOT TOPIC REFERENCE LIST AND ANNOTATED BIBLIOGRAPHY**

**The Hot Topic Reference List and Annotated Bibliography** must be submitted by September 30, 2014. It will constitute 5 % of the student's overall grade. Students will locate at least 12 articles over the term and annotate at least 4 of them.

The learning objectives for this assignment are as follows:

- Locate, alphabetize, and cite at least twelve news media articles relating to a specific policy domain in order to monitor the evolving debate and changing potential policy directions over the 3+ months of the term;
- Demonstrate the ability to critically read and summarize the content of a news article;
- Annotate at least four articles;
- Report periodically, but at least once, to the class on current events in your area;
- Produce and submit a final reference list and annotated bibliography.

**General Instructions:** Each student will track news media stories on one of the policy domains listed above. Students will be expected to periodically report to the class on issues within their area of investigation and its relevance for the readings for the class during that week. Although the hot

topic may be relatively broadly defined, each student will be expected to narrow his or her investigation for the purpose of the two written assignments. Accordingly, students should feel free to narrow the parameters of their “hot topic” as soon as possible. Students should scan major international, national, or local news media for relevant reporting. Students will be expected to download or provide a viable electronic link for all the sources being used for their project. Students will create a reference list of these resources and will annotate several articles from this list.

**Reference List.** Please alphabetically arrange a complete reference list of the “hot topic” articles you have collected over the course of the semester (You must collect at least 12 but you may collect more if you like). You should provide the proper citation for all sources. Although important news stories and on line reports may cluster over several days, the articles on your reference list should reflect the fact you have been following the broader policy issue over the whole semester. There must be at least twelve articles in the reference list and they should demonstrate that the student has been paying attention to the issue over the course of the semester.

**Annotation.** Select at least 4 articles from your reference list to annotate. Your annotation should be a single paragraph and should demonstrate your ability to critically read and summarize the content of the article. The annotation should accomplish three things. First, it should succinctly summarize the factual information contained in the article (2-4 sentences). Second, it should critique the article by commenting on the values, ideology, political leanings or other biases that might be at play in the article (1-3 sentences). Finally, it should explain the significance for social work or social workers (1 sentence).

Submit your reference list and annotated bibliography by September 30, 2014.

**Assignment #2: Historical Context Paper (25% of grade)  
DUE: October 28, 2014**

**Historical Context Paper** must be submitted by October 28, 2014. It will constitute 25% of the student’s overall course grade. The paper should be approximately 5 pages, spacing 1.5 and 12-inch font.

The **learning objectives** for this assignment are as follows:

- Locate a specific policy discussion within your “hot topic” domain in which a debate over policy approaches or social welfare services is occurring;
- Explain the arguments being made and identify the major proponents of these arguments;
- Identify the policy implications and/or social welfare services that are associated with these policy positions;
- Explain some historical antecedents of these policy debates and identify prior-related policies and services;
- Conduct a scholarly investigation of original source material on the historical policy antecedents of this debate;
- Write a clear and concise paper summarizing the current debate, identifying some particular historical policy antecedents and identifying the implications for social work;
- Identify a specific policy (or policy proposal) that you will use for your policy memo.

### **Instructions for Historical Context Paper:**

In this paper students will explore a more specific policy debate or discussion that is occurring within the broad policy domain being studied. For example if the student is following:

- LGBTQ Rights THEN s/he might select early anti-discrimination laws and current state laws on same-sex marriage;
- Immigration and refugees THEN s/he might look at immigration reforms in a previous era and the current “migrant children” discussion etc.

The student will research and write a short academic paper that seeks to situate the current policy debate in historical context. The goal is to see the linkages between past and present arguments about social welfare policy and/or social welfare services.

The student’s historical paper should be structured according to the following outline:

- **Title**
- **Student Identification Number (no names please)**
- **Abstract (200 words)**
- **Introduction (3-4 paragraphs)**
- **Historical Antecedents (2-3 pages)**
- **Relate Historical antecedents to Current debates (2-3 paragraphs)**
- **Conclusion and Policy (or policy proposal) Identification (2 paragraphs)**
- **References**

**Title:** The title, like a “bouillon cube”, should contain all of the essence and none of the bulk of the entire paper. It offers a concise summary of the paper content.

**Student Identification Number.** Please place your student identification number, and not your name, on your papers. The instructor will identify the student only after grading the paper.

**Abstract.** The abstract should be no more than 200 words and should summarize the entire content of the paper. Note that like the “title” this should be a complete summary and “bulk-free”. One way of structuring an abstract is to use topic sentences from each important paragraph in the paper.

**Introduction (3-4 paragraphs).** The introduction should succinctly identify the policy debate you are following. It should describe the major arguments associated with the debate and identify their proponents. This section should be descriptive.

**Historical Antecedents (2-3 pages).** This should be the meat of your paper. Succinctly summarize the selected major historical debates that pre-date the current conversation. This may involve going back decades or to the 19<sup>th</sup> or 20<sup>th</sup> century, depending on your focus. Be specific and selective in your historical focus in order to avoid sweeping over-generalizations. Please note that in order to write this section of the paper, you must have located and seriously read archival sources (peer-reviewed articles, books, government documents, etc.).



**Relate Historical antecedents to current debates (2-3 paragraphs).** Briefly provide a critical analysis of how these past historical discussions are linked to the current conversation.

**Conclusion and Policy (or proposal) Identification** (1 paragraph). Discuss the implications of these conversations for social work practice. Where should professional social workers situate themselves relative to the conversations? Also, identify a specific policy (or policy proposal) that you see as particularly important for social work (either for its positive or negative impact). This policy will serve as the focus for your next assignment, the policy memo.

**References.** Provide a complete list of references used in your paper.

**Assignment #3: Policy Memo (30% of grade)**  
**DUE: November 25, 2014**

**Policy Memo** must be submitted by November 25, 2014. It will constitute 30% of the student's overall grade. The memo will be no longer than 5 pages. It should be 1.5 space and 12 point font.

The learning objectives for this assignment are as follows:

- Read Duke University's Thompson Writing Program article posted on CTools [http://twp.duke.edu/uploads/media\\_items/policy-memo.original.pdf](http://twp.duke.edu/uploads/media_items/policy-memo.original.pdf);
- Understand the difference between writing an academic paper and a policy memo;
- Identify a specific policy (or policy proposal);
- Identify the implications of this policy for social welfare services or social work practice;
- Decide what position social workers ought to take relative to that policy (or proposal);
- Write a formal policy memo for NASW members' which clearly conveys that position in writing.

**Instructions for Policy Memo Assignment:**

As noted in the Thompson Writing Program article on writing policy memos (See [http://twp.duke.edu/uploads/media\\_items/policy-memo.original.pdf](http://twp.duke.edu/uploads/media_items/policy-memo.original.pdf)), a policy memo is not the same thing as an academic paper. In fact, its purpose and organizational structure are very different. Students will be evaluated on their ability to produce a coherent, clear, easily comprehended, and well-supported policy memo. Please note that this involves serious research and real intellectual work *before* you write this memo. Make sure you start early enough in the semester to accomplish this goal.

According to the Thompson article, "because of the need for quick, accurate information in the policy world, policy memos are written so that readers can efficiently access fact-based information in order to make an informed decision" and therefore, memos should "inform the audience in a concise, organized, and professional manner, while still including the most relevant content." An effective memo, "will do its job if the reader comprehends the main points after one quick read or even after reading just the first sentence of each section" (emphasis added). Thompson urges students to pay close attention to: 1) content, 2) structure, 3) organization, 4) word choice, and 5) clarity.

For the purposes of this assignment, assume you are a policy analyst for NASW. You have been asked to write a policy memo on the policy (or policy proposal) which have selected (see above). The purpose is to inform the NASW members---which consists of social work practitioners and educators---of the official social work position on the policy (or proposal). This memo should be:

- Accurate
- Fact-based
- Informative and based on relevant information;
- Logically constructed
- Easily comprehended in one reading
- Clearly organized and structured (heading, executive summary, subheadings)
- Positions should be informed by social work values

Avoid overgeneralizations, grandiose statements, illogical arguments, misused words, and poorly written papers.

**Assignment #4: Final Exam (30% of grade)**

**DUE: December 12, 2014 by 5pm**

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 2nd.

**Overview on Assignments & Percentages:**

| <b>Assignments:</b>             | <b>Percentages:</b> |
|---------------------------------|---------------------|
| <b>Participation</b>            | <b>10%</b>          |
| <b>Hot Topic</b>                | <b>5%</b>           |
| <b>Historical Context Paper</b> | <b>25%</b>          |
| <b>Policy Memo</b>              | <b>30%</b>          |
| <b>Final Exam</b>               | <b>30%</b>          |

**C. Grading**

Some Notes on Grading:

- I ask that when you submit your papers to me that you only include your student ID# and not your name. I will identify the writer after I have graded all papers.
- If you are unhappy with your grade, you will have the option of revising your paper for a reconsideration of your grade. This is an option for all papers, except the Final Exam.
- If you would like to challenge your grade, this needs to be done in person, and we will discuss what steps are necessary for you to change your grade. Please do not assume you will receive an "A" in this class.

Points you earn from each assignment are summed to form the basis of final grade, which ranges from "A" to "E." "A" grades are given for *exceptional individual performance* and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate *mastery of the material*. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when *mastery of the material is minimal*. A "C-" is the lowest grade, which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. This table presents the minimum percentage required for each grade.

|          |         |         |         |                 |
|----------|---------|---------|---------|-----------------|
| A+ (100) | B+ (87) | C+ (77) | D+ (67) | E (50 or lower) |
| A (95)   | B (83)  | C (73)  | D (63)  |                 |
| A- (90)  | B- (80) | C- (70) | D- (60) |                 |

**D. REQUIRED TEXT AND ARTICLES**

Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4

Copies of the text are available at Ulrich’s.  
 Several copies of the book are also on reserve for SW 530 in Shapiro Library.  
 This book is also available on amazon.com where you can download the electronic version of the text.

**Important, Supplementary 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 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.

- \*The NYT also offers a student discount rate on student subscriptions to hard copy editions, and it’s also accessible (with a day delay) through the library.
- \*Articles in the Washington Post can be freely accessed, and this paper covers the Congressional issues with great detail.
- \*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).

Required articles are available on our CTools course website.  
 Other readings, in addition to those listed in this syllabus, may be assigned. They will be announced and posted on CTools prior to the corresponding class session.

## **E. COURSE CALENDAR AND READING ASSIGNMENTS**

This schedule is preliminary; any changes will be announced in class and on CTools.

### **September 2 (Session 1): Introduction and Overview; Review of Syllabus**

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.

### **September 9 (Session 2): Definitions. The Challenge of Social Justice**

What is social justice? What is social welfare? Definitions of social policy and theories of social justice. What does our constitution say about rights and justice and for whom? In-class exercise on allocation.

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 9**.
- Reisch, M. (2002). "Defining social justice in a socially unjust world." *Families in Society: Journal of Contemporary Human Services*, 83(4), 343-354.
- Reisch, M., & Andrews, J. (2001). Social work – A radical profession? (Ch. 1). In: *The Road Not Taken: A History of Radical Social Work in the United States*. Ann Arbor: Sheridan Books.
- United States Constitution
- Amendments to the Constitution

#### **Optional Readings:**

- Singer, P. (2007). What should a billionaire give? And what should you? *New York Times Magazine*.
- Somers, M. & Block, F. (2005). "From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate." *American Sociological Review*, 70(2), 260-287.

### **September 16 (Session 3): Politics and Economics**

Federal Budget: Expenditures and receipts. Federal deficit, surplus and the balancing act. Funding priorities. The role of the tax code in social welfare (redistribution of wealth, incentives). State Tax System: similarities and differences.

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Preface, Chapter 1 & 2**.
- Staller, K. M. (2014). "Federal and state budget basics for social workers: Social welfare impact and social justice implications." In Michael Reisch (Ed). *Social policy and social justice*. Thousand Oaks: Sage.
- Testimony of John B. Taylor to the House Committee on Financial Services

- Testimony of Jared Bernstein to the House Committee on Financial Services

### **Optional Readings:**

- Mosley, J. (2013). Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work*, 58, 231-239.

### **September 23 (Session 4): Historical Influences**

Social welfare in historical context – From the poorhouse to Progressive eras

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 3**.
- Rodems, E.S., Shaefer, H.L., & Ybarra, M. (2011). The Children’s Bureau and the passage of the Sheppard-Towner Act of 1921: Early social work macro practice in action. *Families in Society*, 358-363.
- Trattner, W. (1999). The Settlement House Movement (Ch. 8) and Renaissance of Public Welfare (Ch. 10). In: *From Poor Law to Welfare State, 6<sup>th</sup> Edition: A History of Social Welfare Policy*. New York: Free Press.
- Reisch, M., & Andrews, J. (2001). Radical Social Work in the Progressive Era (Ch. 2). In: *The Road Not Taken: A History of Radical Social Work in the United States*. Ann Arbor: Sheridan Books.

### **Optional Readings:**

- Abramovitz, M. (1996). Women and the Poor Laws in Colonial America. In: *Regulating the Lives of Women, 2nd Edition*. Boston: South End Press, pp. 75-105.
- Rabinowitz, H.N. (1974). From Exclusion to Segregation: Health and Welfare Services for Southern Blacks, 1865-1890. *Social Service Review*, 84, 327-354.
- Geremek, B. (1997). Introduction: What is poverty? In: *Poverty a History*. Cambridge, MA: Blackwell Publishers, pp. 1-15.
- Gordon, L. (1994). Don’t Wait for Deliverers: Black Women’s Welfare Thought. In: *Pitied but Not Entitled: Single Mothers and the History of Welfare, 1890-1935*. New York: The Free Press, pp. 111-144.
- Lasch-Quinn, E. (1993). The Mainstream Settlement Movement and Blacks. In: *Black Neighbors: Race and the Limits of Reform in the American Settlement House Movement, 1880-1945*, pp. 9-46.

### **September 30 (Session 5): Historical Influences**

#### **Hot Topics Assignment Due**

Historical Context: The New Deal, Civil Rights, and the Great Society

- Trattner, W. (1999). Depression and a New Deal (Ch. 13). In: *From Poor Law to Welfare State, 6<sup>th</sup> Edition: A History of Social Welfare Policy*. Free Press.

- Morris, A. (1984). Birmingham: A Planned Exercise in Mass Disruption. In: *The Origins of the Civil Rights Movement*.
- Fox, C. (2014). Chapters 1-2. From: *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*. Princeton NJ: Princeton University Press.

### Optional Readings:

- Longmore, P.K. & Goldberger, D. (2000). The League of the Physically Handicapped and the Great Depression. *The Journal of American History*, 87(3), 888-922.
- Harrington, M. (1962). The Invisible Land. In: *The Other America: Poverty in the United States*.
- Betten, N. & Mohl, R.A. (1986). From Discrimination to Repatriation: Mexican Life in Gary, Indiana, During the Great Depression. In: Mohl & Betten, *Steel City: Urban and Ethnic Patterns in Gary, Indiana, 1906-1950*, New York: Holmes & Meier, pp. 124-142.
- Rose, N. (1990). Discrimination Against Women in New Deal Work Programs. *Affilia* 5, 25-45.
- Hamilton, D.C. & Hamilton, C.V. (1997). Coping with the New Deal. In: *The Dual Agenda: The African American Struggle for Civil and Economic Equality*. New York: Columbia University Press, pp. 8-42.

### October 7 (Session 6): Inequality for All

Poverty and Inequality. Watching the film *Inequality for All*

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 4**.
- Rector, Robert and Rachel Sheffield. (2011). "Understanding Poverty in the United States: Surprising Facts About America's Poor." Heritage Foundation
- Thompson, Derek. (2012). "A Giant Statistical Round-Up of the Income Inequality Crisis in 16 Charts." **Atlantic Monthly**. <http://www.theatlantic.com/business/archive/2012/12/a-giant-statistical-round-up-of-the-income-inequality-crisis-in-16-charts/266074/>
- Danziger, S. (2007). "Fighting poverty revisited: What did researchers know 40 years ago? What do we know today?" *Focus*, 25 (1), 3-11.
- Shaefer, H.L., & Edin, K. (2013). Rising extreme poverty in the United States and the response of means-tested transfers. *Social Service Review*, 87, 250-268.

### Optional Readings:

- Goldberg, G.S. (2012). Economic inequality and economic crisis: A challenge for social workers. *Social Work*, 57, 211-224.
- 2012 Report "State of Detroit Children" from Data Driven Detroit.
- 2013 Kids Count in Michigan Data Book: <http://www.mlpp.org/kids-count/michigan-2/mi-data-book-2013>

- 2014 National Kids Count Data Book from Annie E. Casey Foundation:  
<http://www.aecf.org/resources/the-2014-kids-count-data-book/>
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**October 14: No Class, Fall break**

**October 21 (Session 7): Employment, Public Assistance, and Job Training**

Work, Welfare, and Family: Current Policy Dilemmas

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 8**.
- Lambert, S. (2008). "Passing the buck: Labor flexibility practices that transfer risk onto hourly workers." *Human Relations* 61, pp. 1203-1227.
- Danziger, S. K. (2010). "The decline of cash welfare & implications for social policy & poverty." *Annual Review of Sociology* 36, pp. 523-545.
- Pimpare, S. (2014). Welfare reform at 15 and the state of policy analysis. *Social Work*, 58, 53-62.

**Optional Readings:**

- Amato, P.R. and R. Maynard (2007). "Decreasing Nonmarital Births and Strengthening Marriage to Reduce Poverty." *Future of Children* 17.
- Sheely, A. (2012). Devolution and welfare reform: Re-evaluating success. *Social Work*, 58, 321-331.

**October 28 (Session 8): Addressing Human Needs: Food and Nutrition. Housing and Community Development**  
**Historical Context Paper Due**

Meeting Basic Needs through Policy and Practice. Food and nutrition, homelessness and housing policy.

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 5 & 6**.
- Gallagher, J. (2010). Detroit Today (Ch. 2) and Potential and Problems in Urban Agriculture (Ch. 3). In: *Reimagining Detroit: Opportunities for Redefining an American City*.
- Walker, R., Keane, C., & Burke, J. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. *Health and Place*, 16, 876-884.
- Manzo, L, R. Kleit, D. Couch. (2008). Moving Three Times Is Like Having Your House on Fire Once": The Experience of Place and Impending Displacement among Public Housing Residents. *Urban Studies*, 45, pp. 855-1878.

## **November 4 (Session 9): Addressing Human Needs: Physical and Behavioral Health**

### Health and Mental Health Services and Policy

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 7**.
- Kaiser Family Foundation, Summary of Affordable Care Act  
<http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Mechanic, D., & Grob, G.N. (2011). Social policy and the American mental health system of care. In: Cohen, N., & Galea, S. (Eds.) *Population Mental Health: Evidence, policy, and public health practice*. London: Routledge.
- Mechanic, D. (2012). Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system. *Health Affairs*, 31, 376-382.
- Frank, R., Beronio, K., & Glied, S. (2014). Behavioral Health Parity and the Affordable Care Act. *Journal of Social Work in Disability & Rehabilitation*, 13, 31-43.

### **Optional Readings:**

- Buck, J.A. (2011). The looming expansion and transformation of public substance abuse treatment under the Affordable Care Act. *Health Affairs*, 30, 1402-1410.
- Mark, T.L., et al. (2011). Changes in U.S. spending on mental health and substance abuse treatment, 1986-2005, and implications for policy. *Health Affairs*, 30, 284-292.
- Andrews, C. (2014). Unintended Consequences: Medicaid Expansion and Racial Inequality in Access to Health Insurance. *Health Social Work*, 39, 131-133.
- Druss, B.G., Wang, P.S., & Kessler, R.C (2011). Mental health service utilization in the United States: Past, present, and future. In: Cohen, N., & Galea, S. (Eds.) *Population Mental Health: Evidence, policy, and public health practice*. London: Routledge.
- Mechanic, D. (2008). The Development of Mental Health Policy in the United States (Ch. 5). In: *Mental Health and Social Policy: Beyond Managed Care*. Boston: Pearson.

## **November 11 (Session 10): Providing Income and Services to Older Americans**

### Social Policy for Older Americans

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 10**.
- Wacker, R.R., & Roberto, K.A. (2014). On the Threshold of a New Era (Ch.1) and Legislative Foundations for Programs, Services, and Benefits Supporting Older Adults (Ch.2). In: *Community Resources for Older Adults*.
- Hudson, R., & Gonyea, J. (2012) Baby Boomers and the Shifting Political Construction of Old Age. *The Gerontologist*, 52, 272-282.



## **November 18 (Session 11):The Next Generation**

### Polices and Services for Children

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 11**.
- Trattner, W. (1999). Child Welfare (Ch. 6). In: *From Poor Law to Welfare State, 6<sup>th</sup> Edition: A History of Social Welfare Policy*. Free Press.
- Staller, K. M. (2010). Children's rights, family rights: Whose human rights? *International Review of Qualitative Research*.
- McGowan, B. G. (2005). Historical evolution of child welfare services. In Mallon G.P. & Hess P.M. (eds.) *Child Welfare for the 21<sup>st</sup> Century*. NY: Columbia U. Press, pp. 10-46.
- Scherrer, J.L. (2012). The United Nations Convention on the Rights of the Child as policy and strategy for social work action in child welfare in the United States. *Social Work, 57*, 11-22.

### **Optional Readings:**

- Boots, S. W., Macomber, J. & Danziger, A. (2008). *Family Security: Supporting Parents' Employment and Child Development*. Washington, D.C.: The Urban Institute.
- 2012 Report "State of Detroit Children" from Data Driven Detroit.
- 2013 Kids Count in Michigan Data Book: <http://www.mlpp.org/kids-count/michigan-2/mi-data-book-2013>
- 2014 National Kids Count Data Book from Annie E. Casey Foundation: <http://www.aecf.org/resources/the-2014-kids-count-data-book/>

## **November 25 (Session 12): Social Policy Challenges Part I**

### **Policy Memo Due**

#### Human Trafficking and Immigration Policy

- Zayas, L.H., & Bradlee, M.H. (2014). Exiling children, creating orphans: When immigration policies hurt citizens. *Social Work, 59*, 167-175.
- Sanders, L., et al. (2013). Grassroots responsiveness to human rights abuse: History of the Washtenaw Interfaith Coalition for immigrant rights. *Social Work, 58*, 117-125.
- Hodge, D.R. (2014). Assisting victims of human trafficking: Strategies to facilitate identification, exit from trafficking, and the restoration of wellness. *Social Work, 59*, 111-118.
- Androff, D.K., & Tavassoli, K.Y. (2012). Deaths in the desert: The human rights crisis on the U.S.-Mexico border. *Social Work, 57*, 165-173.

### **Optional Readings:**

- Carlson, B.E., Cacciatore, J., & Klimek, B. (2012). A risk and resilience perspective on unaccompanied refugee minors. *Social Work, 57*, 259-269.

**December 2 (Session 13): Social Policy Challenges Part II**

**Final Exams will be distributed**

LGBTQ Rights

- Readings to be determined

**December 9 (Session 14): Social Workers' Role in Social Welfare Policy**

Summary, Social Welfare Policy Analysis & Advocacy for Social Work; Review; Discuss papers

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 12.**
- Sugrue, T.J. (1996). Ch. 2 and Ch. 3. In: *Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*.

**\*\* Reminder: Final Exams due 12/12 by 5pm in my office SSW 2740\*\***