

Course Syllabus

SW 530 Introductions to Social Welfare Policy and Services  
Section 008 Fall 2014  
Tuesdays 2:00-5:00 Room –SSWB – B-780

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*The moral test of a society is how it treats those in the dawn of life—its children; those in the twilight—the elderly; and those in the shadow of life—the sick, the needy and the handicapped.*

- Hubert Humphrey, 1977

**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
    - 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 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.

### **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.

#### 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.

#### Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS):

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.

### **REQUIRED TEXTBOOKS/RESOURCES**

1. Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4
2. C-Tools. Articles filed by author's name under "Resources" link.
3. Other material as noted in syllabus (recommended & documents). These are on C-tools or will be distributed in class.

#### **Textbooks and News Media Requirements**

Required texts may be purchased at Ulrich's or the University Book store (addresses below). Often these books can also be rented directly from the publisher or purchased at discount prices through Amazon.com other outlets. Several copies of the book are also on reserve for SW 530 in Shapiro Library.

*Required and recommended reading* is available on C-Tools. The local bookstores for purchasing the required text include:

Ulrich's Bookstore  
549 East University Avenue  
Ann Arbor, MI 48104  
[books@ulrichs.com](mailto: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](mailto:tm743@bncollege.com)

**Document Reading:** All documents cited as reading in this syllabus will be distributed by the professor in class the week before they are to be read. If they are not distributed, than you are not responsible. If you miss class, however, please make sure you pick up a copy of distributed documents from a classmate. You may use electronic copies if you prefer but each student must have a copy of the text in front of them for discussion purposes in class.

**Required Media.** The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. As with any news source, one should be careful to distinguish between the news reports and the editorial commentary. Recommended media sources include:

1. National/International news: Newspapers. The New York Times (NYT) ([www.nytimes.com](http://www.nytimes.com)), The Washington Post ([www.washingtonpost.com](http://www.washingtonpost.com)), The Los Angeles Times, The Wall Street Journal, etc. The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. The NYT offers a greatly discounted rate to UM student for subscriptions to hard and/or electronic editions. All of these newspapers are available free to students if you log onto the university library website. Note, as discussed in class, my final exam questions will be drawn primarily from articles from the NYT, Ann Arbor news and other local publications.
2. National/International news. The NewsHour, National Public Radio, MSNBC, CNN, ABC Nightline. The NewsHour is online at [www.Pbs.org/newshour/](http://www.Pbs.org/newshour/) and has extensive links to additional material. National Public Radio is also readily available online. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online.
3. Local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com <http://www.mlive.com/#/0>

### WRITTEN ASSIGNMENTS AND GRADING

- 1) **Weekly Applied Exercises (graded).** These weekly (hopefully fun) mini assignments will be designed as exercises to be used as a springboard for classroom discussions and will be linked to the course content and reading material. Students will be graded on **8 of 10 assignments** during the course of the semester. Although students may submit more than 8 assignments, he/she will be graded on only 8 of them. Students must decide which assignments are to be graded at the time of submission. I will assume that students are submitting exercises for grading unless the paper is clearly marked otherwise at the time of submission. Students who miss class are responsible for obtaining assignments from classmates. Assignments must be handed in during class on 9/3; 9/10; 9/17; 9/24; 10/1; 10/8; 10/22; 10/29; 11/12 and 11/19. LATE ASSIGNMENTS WILL NOT BE ACCEPTED. This is worth 20% of your final grade.

The assignments will be graded on a 0-5 point scale. The point scale is as follows:

0	No assignment submitted or fails to meet minimum expectations
1	Minimum effort and/or misunderstanding of assignment
2	Below expected competency and/or misunderstanding of assignment
3	Adequate graduate level work –(expected competency)
4	Above average - (beyond expected competency)
5	Superior – (demonstrates creativity, sophistication, or critical thinking well beyond expected competency)

- 2) **Hot Topic Assignments and Papers** (graded). See separate handout for assignment instructions.
- a. Hot Topic Reference List and Annotated Bibliography – due Dec 5<sup>th</sup> in class. (5% of final grade)
  - b. Historical Context Paper – due Oct 22<sup>nd</sup> in class. (15% of final grade).
  - c. Policy Memo – due November 12<sup>th</sup> in class. (15 % of final grade).
- 3) **3) Final Take-home Exam (graded)**. - The final is a take-home exam in essay question format. Questions will be inspired by current news accounts from The New York Times and other news sources. The exam is NOT a current events quiz but rather will involve placing current events in political, cultural and/or historical context in light of material covered, (and emphasized), in class and/or in reading assignments. It is comprehensive. Samples of old final exams are available on the C-Tools site. However, in reviewing old exams remember that the content of this course is dictated, to some extent, by current public discussions on social policy issues. So don't be concerned if you see issues that have not been emphasized this semester. **Final Distributed in class on Dec 3<sup>rd</sup> (posted on C-Tools thereafter) - Due: Wednesday, December 10<sup>th</sup> by 5:00pm. HARD COPIES ONLY.** The final exam is worth 45% of the final grade.

#### Summary of Due Dates and Grade Point Allocation

Assignment	Due Date	Grade Allocation
Applied Exercises	Weekly	20%
Historical Context Paper	October 22 <sup>nd</sup>	15%
Policy Memo	November 12th	15%
Final exam	December 10th	45%
Hot Topic Reference/Annotation	December 3 <sup>rd</sup>	5%

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.

Attendance and grading. Student attendance is expected at every class session. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. While I understand that absences may sometimes occur, failure to attend class regularly may result in lowering your final grade. Please contact me if personal matters or illness are interfering with regular class attendance.

The **criteria** for each grade are as follows:

- |         |  |
|---------|--|
| A range | Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which these skills is 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. Most of the final exam questions will be drawn from class lectures and discussions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.
2. I grade all papers anonymously. Put only your student identification number on your submitted work. After I have read and graded all the papers, I will determine which paper belongs to whom.
3. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
4. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) 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 upwards or downwards.

**Academic Misconduct:** Please acquaint yourself with University of Michigan, UM School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. You will find a discussion of plagiarism in the Student Guide to the Master’s in Social Work Degree Program online. Plagiarism—presenting another’s **words or ideas** as your own—is a serious violation of academic integrity and will be grounds for failure of the course and other disciplinary action as described under the School’s policies on academic and professional conduct (see: <http://www.ssw.umich.edu/studentguide> Volume 1 Section 12.02). Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen. Another useful resource is located at: <http://www.lib.umich.edu/academic-integrity/resources-students>.

**Classroom Environment.** 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 disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect.

**Writing Assistance.** The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). 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. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **UM SSW Career Services office**. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or call [734-763-6259](tel:734-763-6259).

Finally, Another resource is the **English Language Institute:** <http://www.lsa.umich.edu/eli>

**Special Accommodations and volunteering to aid:** 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 information and resources, to coordinate reasonable accommodations for documented disabilities or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities, G664 Haven Hall. (734) 763-3000; <http://www.umich.edu/~sswd/> or email: [sswaccessibility@umich.edu](mailto:sswaccessibility@umich.edu). 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](mailto:ndp@umich.edu)) or Lauren Davis, LMSW ([laurdavi@umich.edu](mailto:laurdavi@umich.edu)) at the School of Social Work, [734-936-0961](tel: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.

**Religious Observances:** Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. **Such notice must be given by the drop/add deadline of the given term.** Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost. [http://www.provost.umich.edu/calendar/religious\\_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)

## SCHEDULE OF CLASSES & ASSIGNMENTS

### Wed Sept 3 Course Overview and Introduction

*Whenever you find yourself on the side of the majority, it is time to pause and reflect.*  
-Mark Twain

*I have spent many years of my life in opposition, and I rather like the role.*  
- Eleanor Roosevelt

Course overview (the rhythm from beginning to end), assignments, grading, expectations etc. What is social welfare policy? Why should social workers care? Definitions of social policy and theories of social justice. Race, gender, class, age, sexual orientation. What is "fair" for whom?

### Wed Sept 10 Making Connections: British Poor Law and The U.S. Welfare State

*Charity is no substitute for justice withheld.*  
- St Augustine

A framework of themes to ponder. Early history of social welfare. Six English Poor Laws and what their development suggests about attitudes toward poverty and social welfare. Worthy & unworthy poor. The relationship between poverty, labor and social values. Public and Private care. Family, religion, economic, ideological and political perspectives. Comparison of Elizabethan Poor Law of 1601 and the

U.S. Social Security Act of 1935. Similarities and differences in structure and context. U.S. definitions of poverty and responses.

**Document Reading:**

- Elizabethan Poor Law of 1601
- The Law of Settlement, 1662
- Barusch (2002) Tabel 3.1 Contents of the Social Security Act of 1935
- Barusch (2002) Table 3.2 Titles of the Social Security Act (2000)

**Required Reading:**

- Stern Preface, Chapter 1 and Chapter 12
- Michael Reisch (2002). Defining social justice in a socially unjust world. Families in Society: Journal of Contemporary Human Services, 83 (4). Pp. 343-354.

**Recommended Reading:**

- Social Security History at [www.ssa.gov/history/history.html](http://www.ssa.gov/history/history.html)
- Mimi Abramovitz (1996). "Women and the Poor Laws in Colonial America," in Regulating the Lives of Women, 2<sup>nd</sup> edition, Boston: South End Press, pp. 75-105.
- Somers M. R. & Block, F. (2005). From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate. *American Sociological Review*, 70, (2), pp. 260-287

**Wed Sept 17**

**Constitutional Architecture and Enduring Social Welfare Debates**

*Justice without forces is powerless; force without justice is tyrannical.*  
- Blaise Pasccal

Examination of the United States Constitution as political and historical document. Federalism (old and new). General Welfare Clause. The relationship between policy "products" and three branches of government: Executive orders; Legislative Enactment; Judicial Opinions. Tax Authority. Mental health crusader Dorthea Dix and social advocacy. Pierce Veto. From local community care to State responsibility.

**Constitution Day!! The last hour of class will be held in the ECC to hear Michael Steinberg, Legal Director of the American Civil Liberties Union of Michigan.**

**Documents:**

- Unites States Constitution and Amendments
- Dix, Memorial to the Honorable The Senate and the General Assembly of the State of New Jersey
- Franklin Pierce: Veto Message, An Act Making a Grant of Public Lands to the Several States for the Benefit of Indigent Insane Persons, 1854

**Required Reading:**

- Stern Chapter 2

**Recommended Reading:**

- Alabama's 6 State Constitutions: 1819; 1861; 1865; 1869; 1875; and 1901 (on line at: legislature. State. al.us/misc/history/constitution.
- Thomas Jefferson, passage on slavery deleted from Declaration of Independence

- Slave narratives from the federal writers project 1936-38 at [www.memory.loc.gov/amen/snhtml/snhome.html](http://www.memory.loc.gov/amen/snhtml/snhome.html)
- Rabinowitz, H.N. (1974). "From Exclusion to Segregation: Health and Welfare Services for Southern Blacks, 1865-1890," Social Service Review 84(3): 327-354.

**Wed Sept 24**  
**Paying for a Just and Civilized Society**

*The problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationships.*

- Andrew Carnegie

*We do not have a money problem in America. We have a values and priorities problem.*

- Marian Wright Edelman

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. Role of public and private sector. The global economy and international interests: China. Implications for social services and social workers.

**Documents:**

- Budget Handouts

**Required Reading:**

- 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.

**Recommended Reading:**

- Phillips, A. S. (2014). Bank-created money, monetary sovereignty, and the federal deficit: Toward a new paradigm in the government-spending debate. *Western New England Law Review*, 36 (3): 221-260.

**Wed Oct 1**  
**Progressive Era: Roots of Social Work and Social Services**

*The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life.*

- Jane Addams

*Justice is conscience, not a personal conscience but the conscience of the whole of humanity. Those who clearly recognize the voice of their own conscience usually recognize also the voice of justice.*

- Alexander Solzhenitsyn

Rise of scientific charity and applied philanthropy. Industrialization and the reform of the poor laws: Indoor vs. Outdoor Relief. Immigration, urbanization and social welfare: Charitable Organization Societies (COS) vs. Settlement Houses. Settlement house movements—white and black: Jane Addams and Miss. Brown. The raise of the social work profession and the organization of services.

Documentaries: The Heart of Bassett Place. The Women of Hull House.

**Required Reading:**

- Stern, 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*. 92 (4): 358-363.
- Trattner, W. (1994, 1999). The settlement house movement (Ch 8) in *From Poor Law to Welfare State*. NY: Free Press.

**Recommended Reading:**

- Elizabeth Bussiere (1997). "The 'Maternalist' Movement for Mothers' Pensions in the Progressive Era," in *(Dis)Entitling the Poor: The Warren Court, Welfare Rights, and the American Political Tradition*, University Park, PA: Pennsylvania State University Press, pp. 47-62.
- Elisabeth Lasch-Quinn (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.
- Linda Gordon (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.

**Wed Oct 8****Creation (1935) and Expansion (1960s) of the Welfare State: Wrestling with poverty**

*When will our consciences grow so tender that we will act to prevent  
human misery rather than avenge it?*  
- Eleanor Roosevelt

*That the poor are invisible is one of the most important things about them. They are not simply neglected  
and forgotten as in the old rhetoric of reform; what is much worse, they are not seen.*  
- Michael Harrington

Poverty and the Great Depression: Roosevelt's New Deal. Poor relief or work relief: policy struggles in the New Deal. The role of the federal government in social welfare. The structure of the Social Security Act and its importance as a conceptual blueprint. The "creation" of the welfare state. Revisiting the notion of "worthy" and "unworthy" poor and Elizabethan Poor Law. The rediscovery of poverty in the 1960s and expanding the welfare State. The affluent society: discovering poverty in the land of plenty. Revisiting: The Other America. Special populations (urban, rural, working poor, children, women, persons of color, elderly). The War on Poverty and the promises of the Great Society: Structural, Institutional reform. Getting into the Health Care business. Poverty: causes (structural, personal, cultural) and political perspectives (liberals vs. conservatives). Measuring poverty.

Documentary: Harry Hopkins

**Required Reading:**

- Stern Chapter 4
- Paul K. Longmore and David Goldberger (December 2000). "The League of the Physically Handicapped and the Great Depression," *The Journal of American History* 87(3): 888-922.
- Michael Harrington, (1962). "The Invisible Land," in *The Other America: Poverty in the United States*. Penguin Books. (C-Tools)
- Danziger, S. (2007). Fighting poverty revisited: What did researchers know 40 years ago? What do we know today? *Focus*, 25 (1), 3-11.

- Trattner, W. (1994, 1999). Depression and the New Deal (Ch 13) in From Poor Law to Welfare State. NY: Free Press.

Recommended Reading:

- Howard Glennerster, (March 2002). United States Poverty Studies and Poverty Measurement: The Past Twenty-five Years. *Social Service Review*, 76 (1). Pp. 83-107.
- Donna Cooper Hamilton and Charles V. Hamilton (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.
- Nancy Rose (1990). "Discrimination Against Women in New Deal Work Programs," *Affilia* 5(2): 25-45.
- MacDonald, Dwight. (1963, January 19th). "Our Invisible Poor". *The New Yorker*.

**Wed Oct 15**

**Social Welfare Movements: Voting and Civil rights**

Social movements and social reform. Moving forward and pushing back. Strategies for reform and advocacy. Intersection of voting rights, civil rights and the War on Poverty in the 1960s.

Documentaries: Given a Chance and Frontline (2014): Separate and Unequal.

**Documents:**

- John F. Kennedy, Nationally Televised Speech, June 11, 1963. Kennedy announces he will federalize the National Guard in order to integrate the University of Alabama.
- Governor George C. Wallace, School House Steps Speech, June 11, 1963
- Martin Luther King, I Have a Dream Speech, August 28, 1963
- Lyndon B. Johnson, Great Society Speech. University of Michigan, 1964. (Compare: Obama, UM Graduation Spring 2010).
- Governor George C. Wallace (Alabama), The Civil Rights Movement: Fraud, Sham, Hoax. July 4, 1964
- Lyndon B. Johnson, We Shall Overcome, March 15, 1965

**Wed Oct 22**

**Social Welfare Movements Continued: Affirmative action, Gay rights, Mass Incarceration, discrimination, racism, sexism, marriage equality**

*Freedom and justice cannot be parceled out in pieces to suit political convenience.  
I don't believe you can stand for freedom for one group of people and deny it to others.  
-Coretta Scott King*

Social welfare movements continued. Affirmative action (*Gratz v. Bollinger* [2003], *Grutter v. Bollinger* [2003] and *Fisher v. University of Texas*. The Supreme Court's role in *Bowers v. Hardwick* and *Lawrence v. Texas* (14<sup>th</sup> Amendment revisited,) and the implications for the LGBT civil rights movement. Defense of Marriage Act (DOMA) and its fall. Marriage equality landscape and Advocacy (legislation, state props, constitutional amendments and the courts). Props, cases, legislation, constitutional amendments courts. Where are we?

**HISTORICAL CONTEXT PAPER DUE**

**Documents:**

- Linda Greenhouse (December 4, 2002). Black robes don't make the Justice, but the rest of the closet just might. *New York Times*.
- Excerpts from arguments before the Supreme Court on Affirmative Action (April 2, 2003). *New York Times*.
- Linda Greenhouse, (June 24, 2003). Justices back Affirmative Action by 5 to 4, But wider vote bans a racial point system. *New York Times*.
- Linda Greenhouse (June 25, 2003). Context and the Court. *New York Times*.
- Linda Greenhouse (June 27, 2003). Justices, 6-3, Legalize Gay Sexual Conduct in Sweeping Reversal of Court's 86 Ruling. *New York Times*.
- Excerpts from Supreme Court's Decision Striking Down Sodomy Law. June 27, 2003. *New York Times*.

**Required Reading:**

- Stern, Chapter 9
- Leonhardt, D. (2012). Rethinking affirmative action. NYT
- Killian, Mary Lou (2010). The politics is personal: Relationship recognition policies in the United States and their impact on services for LGBT People. *Journal of Gay & Lesbian Social Services*, 229-
- Alexander, M (2010). Introduction and Chapter 2 "The lockdown" (scanned together). The New Jim Crow: Mass incarceration in the age of colorblindness.
- Goffman, A. (2009). On the run: wanted me in Philadelphia ghetto. *American Sociological Review*, 74: 339-57.
- Esterberg, K. G. (1994). From accommodation to liberation: A social movement analysis of lesbians in the homophile movement. *Gender & Society*, 8 (3): 424-443.

Visit University of Michigan Admissions Law Suits: <http://www.vpcomm.umich.edu/admissions/>

**Wed Oct 29**

**Retraction of the Welfare State: From Poverty to Inequality –work, family and welfare**

*Justice is itself the great standing policy of civil society; and any eminent departure from it, under any circumstances, lies under the suspicion of being no policy at all.*

*- Edmund Burke*

The retraction of the welfare state. The war on welfare, social welfare, and social services. Faith-based Initiatives and Charitable Choice: shifting responsibilities and the decline of the welfare state? Obama's attempt to redefine the poverty debate as one of inequality. Paul Ryan's Poverty proposal: Is it new? Is it consistent? Will it work?

Documentary: Inequity for All

Documents:

- Schleifer, T. (2014, July 25). G.O.P. Congressman's Plan to Fight Poverty Shifts Efforts to States. NYT
- Contract with America
- The Republican Promises, NYT November 11, 1994
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWOA)
- Comparison of Prior Law and Personal Responsibility and Work Opportunity Reconciliation Act of 1996

**Required Reading:**

- Stern Chapter 8

- Atlantic Inequality Tables at: <http://www.theatlantic.com/business/archive/2012/12/a-giant-statistical-round-up-of-the-income-inequality-crisis-in-16-charts/266074/>
- Danziger, Sandra K. (2010). The decline of cash welfare & implications for social policy & poverty. *Annual Review of Sociology*, 36: 523-545.
- Frum, D. (2014). Paul Ryan's Obsolete Thinking about Poverty. The Atlantic. <http://www.theatlantic.com/politics/archive/2014/07/the-outdated-assumption-behind-paul-ryans-poverty-plan/375249/>
- Pavetii, L. (2014, July 29). Ryan's "Opportunity Grant" would likely force cuts in food and housing assistance. Center on Budget and Policy Priorities. <http://www.offthechartsblog.org/ryans-opportunity-grant-would-likely-force-cuts-in-food-and-housing-assistance/>

Recommended Reading:

- Shellenbarger, P (2014). Down and Out in Lake County. Bridge <http://bridgemi.com/2014/08/down-and-out-in-lake-county/>
- Lambert, S. J. (2008). Passing the buck: Labor flexibility practices that transfer risk onto hourly workers. *Human Relations*, 61 (9): 1203-1227.
- Rector, R. and Sheffield, R. (2011). Understanding poverty in the United States: Surprising Facts about America's poor. Executive Summary. Backgrounder. Heritage Foundation.

**Wed Nov 5**  
**Health and Mental Health**

*The worst form of inequality is to try to make unequal things equal.*

- Aristotle

The rocky history of U.S. health care. Current problems, dilemmas and debates. Medicare; Medicaid, SCHIP, and Affordable Care Act. *National Federation of Independent Business v. Sebelius and Florida v. DHH*. Current status of ACA and longitudinal legacy? The health care burden on state government. The role of public entities and private providers? Financing, eligibility and exclusions, health risks.

**Required Reading:**

- Stern, Chapter 7
- Mechanic, David (2012). Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system. *Health Affairs*, 31 (2): 376-383.
- Andrews, C. (2014). Unintended consequences: Medicaid expansion and racial inequality in access to health insurance. Editorial. *Health & Social Work*, 39, 3: 131-133.
- Frank, R. G., Beronio, K. and Glied, S.A. (2014). Behavioral health parity and the Affordable Care Act. *Journal of Social Work in Disability & Rehabilitation*. 13:1-2, 31-43.
- Kaiser Foundation. Summary of the Affordable Care Act.

Recommended Reading:

- Buck, J. A. (2011). The looming expansion of public substance abuse treatment under the Affordable Care Act. *Health Affairs*, 30 (8): 1402-1410.
- Shaefer, L. & Sammons, E. D. (2009). The development of an unequal Social Security safety net: A case study of the employer-based health insurance (non) system. *Journal of Sociology & Social Welfare*, 36, 3: 177-197.

**Wed Nov 12**  
**Population Specific Policies and Services: Children and Elderly**

*Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality,  
tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.*  
- Martin Luther King

*Right knows no boundaries, and justice no frontiers;  
the brotherhood of man is not a domestic institution.*  
- Learned Hand

The old vs. the young? The problems of rhetorical debate that pits vulnerable populations against one another. The advantage of inter-generational and life-course policy frameworks. Similarities and differences: competence, health care, abuse and neglect. Demographic realities and the baby boomers. CAPTA and JJDP. Conceptualization of “good” and “bad” children (and families). Education: who pays, how is it delivered, to whom and how is accountability achieved? No Child Left Behind.

**POLICY MEMO DUE**

**Required Reading:**

- Stern, Chapter 10 and Chapter 11
- Hudson, R. B., & Gonyea, J.G. (2012). Baby boomers and the shifting political construction of old age. *The Gerontologist*.
- Wacker, R. R. and Roberto, K. A. (2014). Chapter 1 and 2 (scanned together). Community resources for Older Adults: Programs and services in an era of change. Thousand Oaks: Sage.
- Staller, K. M. (2011). “Children's Rights, Family Rights: Whose human rights?” *International Review of Qualitative Research*, 4 (2): 171-188.
- 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 University Press

**Recommended Reading:**

- Hokenstad, M.C., and Roberts, A. R. (2011). International policy on ageing and older persons: Implications for social work practice. *International Social Work*, 53 (3): 330-343.

**Wed Nov 19**  
**Social Welfare and Movement:**  
**Housing, homelessness, refugees, and immigrants**

Housing, public housing, and homeless shelters, runaway and homeless youth, unaccompanied minors, refugees, migrant labor and undocumented immigrants. The Central American children “crisis”. People on the move. The politics of homelessness. The criminalization of poverty and movement.

Documentary: Camp Take Notice

**Documents:**

- A home for everyone: A blueprint to end homelessness in Washtenaw County. Washtenaw Housing Alliance. (on C-Tools under “blueprint”) (also see: <http://www.whalliance.org/>)

**Required Reading:**

- Stern, Chapter 6

- Manzo, L. C., Kleit, R. G., & Couch, D. (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*.

**Wed Nov 26**

**Food policy: Happy Thanksgiving!**

Supplemental Nutrition Assistance Program (SNAP) and the food stamp legacy. Childhood obesity. Urban farming. Feeding the homeless on Thanksgiving: honorable, irony, opportunity, or insult?

**Required Reading:**

- Stern, Chapter 5
- Walker, R. E., Keane, C.R., Burke, J.G. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. *Health & Place*.

**Wed Dec 3**

**Finishing Up and Looking Forward**

**ANNOTATED BIBLIOGRAPHIES DUE: IN CLASS**

**FINAL EXAM – distributed in class (posted later on C-Tools).**

**FINAL EXAMS DUE: Wednesday, December 10<sup>th</sup> by 5:00pm.**

**Have a great break!!**