Course Syllabus

SW 530 Introductions to Social Welfare Policy and Services
Section 006        Fall 2015
Tuesdays 2:00-5:00    Room –SSWB – B-780

Instructor: Karen M. Staller, Ph.D., J.D.
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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

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


2. Canvas reading resources. This semester the SSW is in the process of switching online resources from a system called C-Tools to one called Canvas. In all honesty, I anticipate a rocky transition. That said, I will try to shield you from the impact by distributing required (non-textbook) reading in class or distributing articles electronically if there seem to be problems. I will keep you updated and will count on you to let me know about glitches!

3. Other material as noted in syllabus (recommended & documents). These will be on Canvas or will be distributed in class.

Textbooks and News Media Requirements

Required text may be purchased at Ulrich’s or the University Book store (addresses below). Often it 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.

The local bookstores for purchasing the required text include:

Ulrich's Bookstore
549 East University Avenue
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/ 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](http://www.mlive.com/#/0)

**WRITTEN ASSIGNMENTS AND GRADING**

1) **Applied Exercises (Point system graded).** These (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 3 of 5 assignments during the course of the semester. Although students may submit more than 3 assignments, he/she will be graded on only 3 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 (Distribution/Due Dates: Sept 15/Sept 22; Sept 29/Oct 6; Oct 27/Nov 3; Dec 1/Dec 8) LATE ASSIGNMENTS WILL NOT BE ACCEPTED. This is worth 10% of your final grade.

The assignments will be graded on a 3-point scale. The point scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>✗</td>
<td>No assignment submitted or fails to meet minimum expectations</td>
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<tr>
<td>✔</td>
<td>Adequate graduate level work –(expected competency)</td>
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<tr>
<td>+</td>
<td>Superior – (demonstrates creativity, sophistication, or critical thinking well beyond expected competency)</td>
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2) Hot Topic Papers (graded). See separate handout for assignment instructions.
   a. Preliminary Plan (including references/bibliography) – due Oct. 13th (5% of final grade, graded on above 3-point scale)
   c. Policy Memo – due November 24th in class. (20% of final grade, letter grade).

3) Final Take-home Exam (graded, letter grade). - 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 Canvas 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 8th - Due: Wednesday, December 15th by 3:00pm. HARD COPIES ONLY. The final exam is worth 45% of the final grade.

Summary of Due Dates and Grade Point Allocation

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Allocation</th>
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<tr>
<td>Applied Exercises</td>
<td>Periodically</td>
<td>10%</td>
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<tr>
<td>Preliminary Plan-Hot Topic</td>
<td>October 13th</td>
<td>5%</td>
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<tr>
<td>Historical Context Paper</td>
<td>October 27th</td>
<td>20%</td>
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<tr>
<td>Policy Memo</td>
<td>November 24th</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>December 10th</td>
<td>45%</td>
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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, an excessive number of absences will 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 or call 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. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price-Reed, LMSW (ndp@umich.edu) or Lauren Davis, LMSW (laurdavi@umich.edu) at the School of Social Work. 734-936-0961.

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

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

SCHEDULE OF CLASSES & ASSIGNMENTS

Tuesday September 15
Introductions - "Deserving" Help and Social Welfare Policy

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

Introductions to the course. Who deserves help and what kind of help do they deserve? What is “fair” and “just”? What constitutes “help”? What constitutes justice? What is social welfare or social welfare justice? What is social welfare policy? Why do we study social welfare policies? Why should social workers care about social policy? I will provide some frameworks to ponder, philosophical approaches to redistributing resources and theories of justice to thing about during the course. Take note of the “worthy” or “deserving” poor and those deemed unworthy of help. Pay particular attention to the relationships among poverty, labor/employment, and social values.

Required Reading:

Tuesday September 22
U.S. Constitutional: Historic Legacies & Structural Frameworks

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

To some extend the U.S. Constitution provides the ultimate structure from which all policies are organized. The U.S. Constitution is both a historical document and a living document. What does the “historic” Constitution say about inclusion and exclusion? Where do we see the trace elements of structural racism and oppression? Where are the battle scars of U.S. history lodged in the Constitution itself, including its Amendments? How does the “living” Constitution both structure and constrain social welfare policies? We will consider the hierarchical nature of policy (statutes, regulations, rules, etc); different types of policy (Constitutional, judicial, legislative, executive), different levels of policy (federal, state, local). We will look at the relative arrangements, checks and balances, intersections and conflicts of these systemic policy frameworks. Pay particular attention to federalism, the enumerated powers clauses and reserve powers amendment, the general welfare clause, voting rights amendments, and consider the legacy of structural racism.

Documents:
• Thomas Jefferson, passage on slavery deleted from Declaration of Independence
• United States Constitution and Amendments

Required Reading:
• Stern Chapter 2: Politics and Economics, pp. 35-52

Recommended Reading:
• Alabama’s 6 State Constitutions: 1819; 1861; 1865; 1869; 1875; and 1901 (on line at: legislature. al.us/misc/history/constitution.
• Slave narratives from the federal writers project 1936-38 at www.memory.loc.gov/amen/snhtml/snhome.html

Tuesday September 29
Budgetary Structures: 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

Yes! Someone should do something about it! But who should pay for it? What do federal and state (and local) budgets say about who pays for what? How do federal, state and local budgets reflect funding priorities and policies? What are the constraints? Pay attention to why federal, state and local budgets are considered social welfare policy instruments. Pay attention to the vocabulary: revenue, expenditures, sources, uses, debt, deficit, surplus, redistribution etc. Who contributes to the revenue side of the budget? Who receives the benefits from the expenditure side, in what form and
for what reasons? Note the role of the tax code as a social welfare policy instrument and its relationship to redistribution. We will pay particular attention to the Earned Income Tax Credit. Be able to identify where this policy mechanism “sits” in our budget framework.

Documents:
- Budget Handouts

Required Reading:

Recommended Reading:

Tuesday October 6
Before the Welfare State: Historical Precursors and the Interplay of Past and Present

Charity is no substitute for justice withheld.  
- St Augustine

Where did our attitudes about helping others come from? Are they stable or dynamic over time? Who bears the responsibility for what kind of help? Family, neighbors, communities, religious institutions, employers, city governments, state or federal governments? In this class we will compare the Elizabethan Poor Law of 1601 and Law of Settlement with the structure of the Social Security Act (1935). What are the similarities and differences? We will also look at the mental health advocacy of Dorothea Dix and the President Pierce's Veto. What does this say about the state of federalism in the 19th century? We will look at the Civil War's impact on social welfare services and policies including the Freedman's Bureau and the Johnson veto. What is the state of federalism after the Civil War? How do we understand the totality of these responses? What does it say about who we help and who we don't and why? What does it say about public and private responsibility? Where should social welfare policy responsibility lie? Pay close attention to the relative relationship between attitudes toward the poor and employment/labor, worthy and unworthy populations, the migration of public social responsibility from parish, to community to the state level of government but the constitutional-based arguments against federal social welfare responsibility. Also attend to structural racism and discrimination embedded in federalism debates. Pay close attention to our first look at the structure or framework of the Social Security Act of 1935 (public assistance and social insurance “prongs”). We will revisit this framework throughout the semester.

Document Reading:
- Elizabethan Poor Law of 1601
- The Law of Settlement, 1662
- Dix, Memorial to the Honorable The Senate and the General Assembly of the State of New Jersey
Tuesday October 13


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

What kinds of social welfare needs trigger what kind of social welfare policies and interventions? Why? Who brings these needs forward? What is the relationship between framing social problems and social welfare policy responses? What is the relationship between policy and services? This unit looks at the earliest roots of social work as “scientific charity” and “applied philanthropy” and its move from “doing good” to professional social work. Associated with this transition, we will look at two different service models for approaching the “social work project”: the Charitable Organization Societies and the Settlement House Movement. We will also look at the earliest roots of establish professional social work and social work education. What is the historical legacy of these pioneers? Who was included? Who was excluded? How does this legacy inform today’s policies and services? We will look at recurring approaches to interventions such as indoor relief, outdoor relief, in-kind relief, cash assistance, casework, community organizing, immigration and industrialization etc. Pay attention to progressive era agenda and services models and their links to current policies and programs, the impact of racism.

Documentary Comparison, race and settlements: *The Women of Hull House* and *The Heart of Bassett Place*

Hot Topic Preliminary Plan (Reference List and Annotated Bibliography)
DUE IN CLASS TODAY

Required Reading:


Recommended Reading:


**Tuesday October 20**

**FALL BREAK**

**Tuesday October 27**

**The Creation of the Welfare State: The Social Security Act and its context**

> When will our consciences grow so tender that we will act to prevent human misery rather than avenge it?

- Eleanor Roosevelt

What happens when the economy goes bad and welfare needs are widespread? Comparing the Great Depression and New Deal to the Great Recession and Stimulus Package. Looking at the 1930s conditions that gave rise to the Welfare State. Poor relief and work relief. We will examine a cluster of policies but highlighting the Social Security Act of 1935 and the backbone of our philosophic relationship between “poverty [means-tested] programs” and “social insurance” for the working class. What is the legacy of this structural arrangement? What explains the radical departure from what came before? How does the structure continue offer the contextual battleground for today’s policy debates. Who was included? Who was excluded? What has been fixed? What has been made worse? Pay particular attention to the radical new role of the federal government in social welfare policy (“federalism”). How can we explain this? Also pay close attention the structural relationship between means-tested, public assistance programs and social insurance. This will be the foundational social welfare policy structure that serves as current battleground (in particular see our section on the Affordable Care Act). Remember to compare this structural arrangement to the Elizabethan Poor law. We will also look at social work activism in a time of great economic need, how do we reconcile innovation with “best” practices?

**Historical Context Paper – due in class.**

Documentary: Harry Hopkins at FDR’s Side.

**Required Reading:**


**Recommended Reading:**

- Social Security History at [www.ssa.gov/history/history.html](http://www.ssa.gov/history/history.html)
Tuesday November 3

Expansion of the Welfare State: A “War on Poverty” and Surrounding Social Movements

- 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

The relative affluence of post-WWII America in the 1950s was challenged in the 1960s with the “discovery of poverty” and the activism of civil rights groups and social justice movements. In this unit we look at the discovery of poverty in a land of plenty and the dramatic expansion of the welfare state. The “Other America” included special populations of poor (urban, rural, working poor, children, women, persons of color, elderly), leading to President Johnson declaration of a War on Poverty and promoting the promise of a Great Society: Structural, Institutional reform. Simultaneously, the civil rights and voting rights movements were in full swing. Looking at the social welfare responses of this war on poverty and the social movements of the day, including civil rights, voting rights, environmentalism, feminist and youth movements which helped fuel and inform the social activism and social consciousness of the day. Pay particular attention to the intersection of the voting rights movement, the civil rights, federalism, and the War on Poverty in the dramatic resistance to the Head Start program in Mississippi.

Documentary: Given a Chance

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
- Governor George C. Wallace (Alabama), The Civil Rights Movement: Fraud, Sham, Hoax. July 4, 1964
- Lyndon B. Johnson, We Shall Overcome, March 15, 1965

Required Reading:

Recommended Reading:

Tuesday November 10

Retraction of the Welfare State: “War” on Programs for the Poor and Today’s Social Movements and Moments

Freedom and justice cannot be parcelled 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
Why did the federal government begin to cut back and alter social welfare policies in the 1980s? Why were there devolution efforts to return social welfare policy measures to state control? Why did we experiment with shifting responsibility from public entities to “faith-based” and “charitable” institutions? How does this compare with the Progressive Era initiatives from a century before? This section looks at the retraction of the welfare state and retrenchment of social welfare programs for the poor including TANF, SNAP and Head Start among others. We will also look at the current state of social movement and policy advances. We will look at the moving forward and pushing back that occurs during social justice movements. We will look a strategies for reform and advocacy in various policy domains. For example, from sodomy crimes to marriage equality. Other the status of other civil rights movements: voting rights retraction, mass incarceration, black lives matter, the persistence of structural racism etc. The complicated landscape of conflicting policy forums (judicial, statutory, constitutional and practical) in social welfare movements: one step forward, two steps back; doing and undoing. Why understanding the social policy landscape is critical to social justice activism and social justice movements. Some possible discussions include: affirmative action (Gratz v. Bollinger [2003], Grutter v. Bollinger [2003] and Fisher v. University of Texas or The Supreme Court’s role in Bowers v. Hardwick and Lawrence v Texas (14th Amendment revisited,) and the implications for the LGBT civil rights movement. Defense of Marriage Act (DOMA) and its fall. Marriage equality from speckled landscape to current status (legislation, state props, constitutional amendments and the courts). Where are we?

Documents:

- Contract with America
- The Republican Promises, NYT November 11, 1994
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWOA)
- Linda Greenhouse (December 4, 2002). Black robes don’t make the Justice, but the rest of the closet just might. New York Times.
- From Civil Unions to Marriage Equality: Handouts

Required Reading

- Stern (2015). Chapter 8: Employment, public assistance, and job training and Chapter 5: Food and Nutrition
- 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-
Recommended Reading:

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

Tuesday November 17
Retraction of the Welfare State: From the War on Poverty to Income Inequality

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

We have studied LBJ’s War on Poverty and will now look at the current attempt by President Obama and others to redefine the central social welfare problem as one of income inequality. How do we measuring poverty and inequality? How are they similar or different? Why he rich have gotten richer, the poor have gotten poorer? Is the middle class is disappearing? What are the consequences for social welfare policy? How might this be related to the history of the welfare state and its retraction?

Documentary: Robert Reich’s Inequality for All

Required Reading:

- Stern, Chapter 4: Poverty and Inequality and Chapter 9: The challenge of social justice

Tuesday November 24
The Contested Welfare State: Affordable Care Act as Battleground

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

Pulling together all of the threads of the semester we will look at the Affordable Care Act and the controversies that have ensued since its enactment. In many ways, the ACA reflects the culmination of all of our policy discussions including: public vs private responsibility, federalism and states rights, the bifurcated social welfare system including public assistance and social insurance, etc, Democratic and Republican philosophies on the role of government in social welfare, the role of all political domains of policy enactment (legislative, executive, judicial at the federal and state level). Also take note of the "southern" divide or what I have called "northern privilege" during the course. We will
look at the historical context leading up to the ACA enactment, its initial structural design (including the combination of public and private markets, the mixture of state and federal involvement, the use of Medicaid expansion, SCHIP, and Medicare. We will also look at its implementation, the legal challenges which have ensued since its enactment (involving federal and state courts) and its current status. What will happen next? 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.

Policy Memo – due in class.

Required Reading:

- Kaiser Foundation. Summary of the Affordable Care Act.

Tuesday December 1
Population Specific Policies and Program Specific Interventions

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

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

This unit gives us an opportunity to look at a selection of population specific policies such as those impacting children and families, the elderly, immigrants, LGBT, etc. 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 JJDPA. 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. 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, refugee policies. The politics of homelessness. The criminalization of poverty, mass incarceration, black lives matter movement, etc.

Documentary: Camp Take Notice

Required Reading:


Read selectively:


**Recommended Reading:**


**Tuesday December 8**

**Wrap Up**

Course review and questions. Tying up loose ends and saying good-bye.

**FINAL EXAM – distributed in class.**

**FINAL EXAMS DUE: Wednesday, December 15th by 3:00pm at my office SSWB 2702 (hard copies only).**

**Have a great break!!**