This syllabus builds on the collaborative efforts of Profs. Sandra Danziger, Karen Staller and Colleen Crane from whose past SW 530 syllabi I have drawn from and from those who they drew their inspirations from.

**COURSE BACKGROUND**

**Course Description**

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income support, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment,
and rehabilitation programs and services in relation to diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

Course Content

There are four main content areas for the course.

1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of:
   - the individual
   - the family
   - the community, groups, educational settings, churches, and workplaces
   - the nonprofit sector
   - the government at various geographic levels.

2. The history of the social work profession:
   - from the altruistic philanthropist to the development of professional practice
   - the emergence of distinct methods of practice in their historical context
   - the influence of religious values, ethics, and social and political climates on the profession’s development
   - the emergence of specific policies and programs within their historical, social and political contexts.

3. A critical analysis of current social welfare policies, and programs, nationally and cross-nationally with attention to:
   - the strengths and weaknesses of various policies and programs
   - evolving population needs
   - the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives.

4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to:
   - services for families, children, adolescents, adults, and the aging (including income support, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation
   - community service programs.

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**

On completion of this course, students using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 5.1. and 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 and 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 and 9.1).

4. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including for example, 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 and 9.1).
5. Discuss and critically analyze current debates, trends, and ethical issues in some specific fields 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 and 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.

Theme Relation to Multiculturalism & Diversity:
The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.

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

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

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

Relationship to 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.

Facility Approved

October 17, 2012

Accommodations

If you have a condition or disability that may affect or interfere with your participation in this course, please contact the instructor as soon as possible to discuss accommodations for your specific needs. It is the School of Social Work’s policy that instructors keep this information strictly confidential. Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).

On September 14, 2015 their location and contact information was as follows:

**Location**—G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045

**Phone**— (734) 763-3000, (734) 615-4461 (TDD), (734) 619-3947 (VP)

**Email**— ssdoffice@umich.edu

**Working Hours**— Monday through Friday, 8:00 a.m. to 5:00 p.m.
Creating a Positive Learning Environment

This section has been quoted from Janet Ray's syllabus for SW 560 offered in the Fall 2013 semester. The instructor acknowledges her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of SW 560 instructors Luke Shefer, Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

"Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues. To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto)."

Electronic Devices

In consideration of your fellow students in this class please set all mobile phones that you bring to class on vibrate. If you need to take a call, please step outside and then answer the phone to ensure that the class is not disrupted.

Religious Observances

Please let the instructor(s) know of your religious observances that may conflict with class attendance or assignment due dates or group work so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members’) lives easier if you bring this up during the first week of the semester.
CLASS DETAILS (A.K.A. STUFF YOU ARE DYING TO KNOW)

CLASS SESSIONS
Each class session has assigned readings. A listing of the required readings is available on the Canvas LMS (Learning Management System) at: http://canvas.umich.edu using your UM uniqname/password login.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed, Sep 16, 2015</td>
<td>INTRODUCTION</td>
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<td></td>
<td>1.  Introduction to course and content.</td>
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<tr>
<td>2</td>
<td>Wed, Sep 23, 2015</td>
<td>CONNECTION OF SOCIAL WORK TO SOCIAL WELFARE POLICY AND HISTORY</td>
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<tr>
<td>3</td>
<td>Wed, Sep 30, 2015</td>
<td>FEDERAL BUDGET &amp; STATE TAX SYSTEMS</td>
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<td>4</td>
<td>Wed, Oct 7, 2015</td>
<td>SOCIAL WELFARE IN HISTORICAL CONTEXT – FROM POORHOUSE TO PROGRESSIVE ERAS</td>
</tr>
<tr>
<td>5</td>
<td>Wed, Oct 14, 2015</td>
<td>SOCIAL WELFARE IN HISTORICAL CONTEXT – THE NEW DEAL AND GREAT SOCIETY ERAS</td>
</tr>
<tr>
<td>6</td>
<td>Wed, Oct 21, 2015</td>
<td>FALL BREAK WEEK</td>
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<td>•  Meet and work in teams on &quot;Historical Context Paper&quot; assignment.</td>
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<td>•  Instructor available to act as consultant to review and provide feedback on your work.</td>
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<td>7</td>
<td>Wed, Oct 28, 2015</td>
<td>TEAM WORK WEEK</td>
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<td>•  Meet and work in teams on your “Policy Memo” assignment. Submit outline and idea draft.</td>
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<tr>
<td>8</td>
<td>Wed, Nov 4, 2015</td>
<td>WORK AND WELFARE: CURRENT SOCIAL POLICY DILEMMAS</td>
</tr>
<tr>
<td>9</td>
<td>Wed, Nov 11, 2015</td>
<td>BASIC NEEDS AND SOCIAL POLICIES AND PRACTICES</td>
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<tr>
<td>10</td>
<td>Wed, Nov 18, 2015</td>
<td>HEALTH AND MENTAL HEALTH SERVICES AND POLICIES</td>
</tr>
<tr>
<td>11</td>
<td>Wed, Nov 25, 2015</td>
<td>THANKSGIVING / TEAM WORK WEEK</td>
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<td>•  Submit annotations to instructor.</td>
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<tr>
<td>12</td>
<td>Wed, Dec 2, 2015</td>
<td>SOCIAL PROVISION FOR OLDER ADULTS</td>
</tr>
<tr>
<td>13</td>
<td>Wed, Dec 9, 2015</td>
<td>POLICIES AND SERVICES FOR CHILDREN AND THE WAY FORWARD</td>
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</table>

ASSIGNMENTS
Assignments for the course are of two types – individual assignments that you will complete by yourself and team assignments that you will complete in collaboration with your assigned team. All work must be your personal work that you contribute (either to your individual assignment or to your team’s) and work of others needs to be properly attributed. (Please pay close attention to the "Academic Honesty and Integrity" section of this syllabus in terms of attribution expectations.)

All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the Canvas dropbox for the course. If you think you will be late submitting an assignment please inform the instructor(s) before the due date. The instructor may at her/his discretion accept late assignments and may impose a
penalty of up to 50% of points earned for the assignment on a case by case basis. This includes team assignments and the whole team will be penalized for late submissions. A listing of assignments is as follows.

<table>
<thead>
<tr>
<th>Individual Work</th>
<th>Reflection Paper/Individual Evaluation of Team</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Annotate&quot; Assignments (4 articles)</td>
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<tr>
<td></td>
<td>Class Participation</td>
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<tr>
<td></td>
<td>In-Class Critical Thinking and Analysis Exercises (In lieu of Final Exam)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Work</th>
<th>Historical Context Paper</th>
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<tbody>
<tr>
<td></td>
<td>Policy Memo Paper</td>
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</tbody>
</table>

**Reflection Paper (0 points) & Individual Evaluation of Team (Max.: 5 points)**

The initial 'Reflection Paper' will carry no points assigned. It is a way to help you reflect on working in a team and get to the people you will work with through the term. Specific details about the paper and the assignment will be provided during lecture.

The 'Individual Evaluation of Team' is a required individual assignment. It is an opportunity at the end of the semester for you to provide input into your individual contributions in team assignments and provide feedback on your experiences working in your assigned team. It is expected that your responses will be confidential and that you as a student will not have access to the submissions of other students in the class. You can earn a maximum of 5 points towards your grade for the course based on the feedback received from other members of your team.

**Annotate Assignments (4 articles minimum; Max.: 8 points)**

You can earn up to 2 points for each annotation you submit. Your best 4 scores from the annotations you submit will be added to calculate your "Annotate" grade.

**Class Participation (Max.: 7 points)**

You can earn points during the following 6 class sessions towards class participation: Oct 7, 14, Nov 4, 11, 18, Dec 2 and 9, 2015. In order to earn full points during a class session you have to do all of the following:

1. Attend the entirety of the lecture (i.e., not be late or leave early without the instructor's prior permission).
2. Successfully participate in class discussions and answer to the instructor's satisfaction any course content or lecture related questions asked of you during the class session.
3. Successfully answer questions posed to you by the instructor and facilitate peer discussion of the article(s) requested of you by the instructor.

**In-Class Critical Thinking and Analysis Exercises (Max.: 30 points)**

"In-Class Critical Thinking and Analysis Exercises" is an individual assignment. You will be provided with excerpts from current media articles and / or papers and asked to answer pertinent questions that are designed to stimulate and provide you with practice in critical thinking and analysis of social welfare policies and services. You are encouraged to discuss this in your team, however your submission should be your own work. These exercises will be in-lieu of a final exam. The number of exercises will be determined by the amount of class time over the course of the semester. The assignments combined will count for 30% of the grade.

**Historical Context Paper (Max.: 25 points)**

The "Historical Context Paper" assignment will require you to produce a 'journal-worthy' paper around a "hot topic" of your choice from the list suggested by the instructor. An assignment description document will be posted on Canvas that provides greater detail about the assignment.
**Policy Memo Paper (Max.: 20 points)**

The "Policy Memo Paper" assignment will require you to produce a policy memo using resources posted on Canvas. An assignment description document will be posted on Canvas that provides greater detail about the assignment.

**GRADING**

The instructor wants each student to attain their greatest learning potential for this course. The instructor is a facilitator to your achieving the maximum grade you deserve based on the learning you achieve. The grading is not curved and each student is encouraged to aim for an "A+" while keeping in mind that aiming is not the same as achieving. Student attendance is expected at every class session and attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. More than two unexcused absences will result in the lowering of your grade.

All students must work 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 the instructor strongly encourages all students to engage in these activities with thoughtfulness and respect.

Successfully completing assignments, actively participating in class and in your assigned teams are ways to earn points. Please refer to the "Assignments" section of this syllabus for details. Points will be applied toward deciding your grade for the course. Points can be earned as follows.

<table>
<thead>
<tr>
<th>ASSIGNMENT TYPE</th>
<th>ASSIGNMENT NAME(S)</th>
<th>MAXIMUM POINTS</th>
<th>MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>Reflection Paper/Individual Evaluation of Team</td>
<td>5 points</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>&quot;Annotate&quot; Assignments (4 articles)</td>
<td>8 points</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Class Participation</td>
<td>7 points</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Holistic Evaluation</td>
<td>5 points</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>In-Class Critical Thinking and Analysis Exercises (In lieu of Final Exam)</td>
<td>30 points</td>
<td>30%</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>Historical Context Paper</td>
<td>25 points</td>
<td>25%</td>
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<tr>
<td></td>
<td>Policy Memo Paper</td>
<td>20 points</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 POINTS</strong></td>
<td><strong>100%</strong></td>
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**Translation of points earned to grade assigned for course**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</table>

Grades of "A+" are typically earned by students who have turned in exceptional work in assignments and online forum postings and have actively participated in class and in their assigned teams.

**Academic Honesty and Integrity**

The "Student Code of Academic and Professional Conduct" of the School of Social Work, The University of Michigan, Ann Arbor, applies to all your work in this course. Cheating, plagiarism and academic dishonesty is prohibited and engaging in
them can have serious consequences. Plagiarism is "representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation." Section 1.12.02 of the 2013-14 MSW Student Guide states:

Examples of plagiarism include, but are not limited to:
1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Please familiarize yourself with "Student Code of Academic and Professional Conduct" section of the MSW handbook of the school. Instructors are required to report all violations of the code by students to the school administration.

Writing Assistance
Please ask for help if needed in writing for this course. The School of Social Work Writing Assistance resources are detailed at: https://sites.google.com/a/umich.edu/sss-writing-help/. Ms. Betsy Williams, Writing Skills/Study Skills Coordinator has her office in Career Services in Room 1696 of the School of Social Work Building. The writing assistance resource can also help you in writing your resume, cover letter, and goal statement, if needed. A great online resource for everything related to APA format and style is OWL (Online Writing Lab) at the Purdue University Department of English: https://owl.english.purdue.edu/owl/resource/560/01/.

**COURSE MATERIALS & TEXTS**

**Texts:**


A few copies of the Stern text are also on reserve for SW 530 in Askwith Media Library, 2nd floor, Room 2002, Shapiro Undergraduate Library. Call # YY 5.B7016

**Important, Supplementary Media**

1. The best way to keep current on policy issues is to regularly read a major newspaper, such as the New York Times (www.nytimes.com) or The Washington Post (www.washingtonpost.com). The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. As with all newspapers, one should be careful to distinguish between the news reports and the editorial commentary.

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2. The New York Times also offers a student discount rate on student subscriptions to hard copy editions.

3. 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 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, or where you live);
- 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 etc.).
- Online blogs and niche sources such as Commonomics, Daily Kos, Tom Dispatch, Jack & Jill Politics and the Root.

LEO – Lecturers’ Employee Organization, Local 6244, AFL-CIO