

Introduction to Social Welfare Policy and Services

Fall 2018

COURSE NUMBER:	SW 530-002
MEETING DATES/TIME:	Tuesdays 9-12pm (September 4—December 11, 2018)
ROOM:	3752 SSWB
INSTRUCTOR:	Colleen E. Crane MSW, LCSW, LMSW Email: kennac@umich.edu . Emergency: 248-330-3585
OFFICE HOURS:	Tuesdays 12:00-2:00pm or by appointment Office: 2740 SSWB

Course Description

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

Course Content

There are four main content areas for the course. 1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of: the individual; the family; the community, groups, educational settings, churches, and workplaces; the nonprofit sector; the government at various geographic levels. 2. The history of the social work profession: from the altruistic philanthropist to the development of professional practice; the emergence of distinct methods of practice in their historical context; the influence of religious values, ethics, and social and political climates on the profession's development; the emergence of specific policies and programs within their historical, social and political contexts. 3. A critical analysis of current social welfare policies, and programs, nationally and cross-nationally with attention to: the strengths and weaknesses of various policies and programs; evolving population needs; the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives. 4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their

delivery, including, but not limited to: services for families, children, adolescents, adults, and the aging (including income maintenance, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation; and, community service programs.

Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

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

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

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

COMPETENCY 4—Engage diversity and difference in practice.

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

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

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

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

5.1 Understand the forms and mechanisms of oppression and discrimination

5.3 Engage in practices that advance social and economic justice

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

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

6.2 Use research evidence to inform practice

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

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

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

COMPETENCY 9—Respond to contexts that shape practice.

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

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

Course Objectives:

Upon completion of the course, students will be able to:

1. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession. (Practice Behaviors 4.1, 5.1, 9.1)
2. Describe and critically analyze current social welfare policies, procedures, and programs including the role of behavioral and social science research and theory in their evolution. (Practice Behaviors 3.1, 4.1, 5.3, 9.1)
3. Discuss the strengths and limitations of the current social welfare system in terms of the functions of the provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses. (Practice Behaviors 4.1, 5.1, 6.2, 9.1)
4. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health and mental health services, child welfare, educational practices, services to the elderly, and corrections. (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1)
5. Discuss and critically analyze current debates, trends, and ethical issues in each specific field of service presented in the course including the implications for social work practice and promoting social justice and social change. (Practice Behaviors 2.3, 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)

Course Design:

It is anticipated that the multiple sections of this course will be coordinated and lectures, assignments, readings, class exercises, and examinations will be shared across instructors. Various

classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students and guest lecturers.

Theme Relation to Multiculturalism & Diversity:	The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.
Theme Relation to Social Justice:	The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:	The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.
Theme Relation to Behavioral and Social Science Research:	Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.
Relationship to SW Ethics and Values:	The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

Faculty Approved: October 17, 2012

A. Academic Conduct, Integrity, Emergencies:

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

Writing Assistance

I take reviewing and grading your written work very seriously. I ask that you take pride in your written work and ask for help if needed. I am available to review assignments for feedback and editing, if there is time. Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the U-M SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at: betsywil@umich.edu or call 734-763-6259. You can find helpful resources linked from ssw.umich.edu/writing-help. In addition, 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 feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>. Another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>. Finally, there is also a link to OWL Purdue on CANVAS. OWL Purdue is a great resource for everything related to APA format and style. Here is the link as well: <https://owl.english.purdue.edu/owl/resource/560/01/>.

Accommodations for Students with Disabilities

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University's Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, 734-763-3000. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price, LMSW (ndp@umich.edu) at the School of Social Work, 734-936-0961 or Mary Eldridge (hedgem@umich.edu) in the Office Field Instruction for further information.

Religious Observances

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

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information. Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
734-936-0961

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

B. Assignments:

Attendance is necessary for participation to occur but attendance alone is not enough –you have to actively engage – ask and answer questions, make comments. Participation counts for 10% of your overall grade. If you are to miss more than 1 class during the semester, you will need to speak with me, as an additional writing assignment will be required of you.

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

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

The student will be required to submit three written products over the course of the semester: The Hot Topic Preliminary Plan (Reference list and annotated bibliography included); the Historical Debates Paper; and the Policy Memo. Specific instructions for each are included below.

Assignments at a Glance:

Assignment Task	Due Date	Grade Percentage	Page Length
Hot Topic Preliminary Plan (with reference list and annotated bibliography)	Oct 1st	5%	List (12 articles) Annotate (4 articles)
Historical Debates Paper	Nov 5th	30%	8-10 pages
Policy Memo	Dec 3rd	25%	5-7 pages

HOT TOPIC PRELIMINARY PLAN (REFERENCE LIST AND ANNOTATED BIBLIOGRAPHY)

Please do not wait to start collecting sources for your paper. I strongly suggest that you collect more than the required 12 sources as you will find that not all of them will be relevant for the historical debates paper and the policy memo.

The Hot Topic Preliminary Plan (Reference List and Annotated Bibliography) must be submitted by **October 1st**. It will constitute 5% of the student's overall grade. Students will locate at least 12 sources related to a specific policy domain. The student will annotate 4 of them. Finally, the student will write a paragraph or two as a preliminary plan for the two additional future assignments (historical debate paper and policy memo).

The learning objectives for this assignment are as follows:

- Locate and cite at least 12 sources relating to a specific policy domain;
- Identify the difference between legitimate news stories and scholarly references from rogue internet resources;
- Demonstrate the ability to critically read and summarize the content of a the material;
- Annotate 4 of out the 12 sources located;
- Produced and submit a reference list and annotated bibliography.
- Write an “abstract” (preliminary plan) for both of the two future assignments.

General Instructions: Each student will track news media stories on a policy domains of their choice. In addition, they will locate scholarly writing on the policy topic area. Although the hot topic may be relatively broadly defined initially, each student will be expected to narrow his or her investigation for the purpose of the three written assignments. Accordingly, students should feel free to narrow the parameters of their “hot topic” as soon as possible. Students should scan major international, national, or local news media for relevant reporting. Once they have decided on the area, they should begin to collect legitimate scholarly and academic sources from which to write their papers. This does not include general Wikipedia, Google searches for materials produced by advocacy groups etc. Students will be expected to download or provide a viable electronic link for all the electronic sources being used for their project. Students will create a reference list of these resources and will annotate articles from this list. In addition the students will provide and “abstract” of their preliminary plan for both papers.

Reference List: Please alphabetically arrange a reference list of the “hot topic” articles you have collected in your preliminary research). You should provide the proper citation (APA) for all sources.

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

Summary: Write a paragraph or two summarizing the direction you are considering taking for your future papers.

HISTORICAL DEBATES PAPER

Historical Debates Paper must be submitted by **November 5th**. It will constitute 30% of the student's overall course grade. The paper should be 8-10 pages, spacing 1.5 and 12-inch font.

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

- Locate a specific policy discussion within your "hot topic" domain in which a debate over policy approaches or social welfare services is occurring;
- Explain the historical antecedents of these policy debates and identify prior-related policies and services;
- Conduct a scholarly investigation of the historical antecedents of this debate;
- Write a clear and concise paper summarizing the current debate, identifying its historical antecedents and identifying the implications for social work;
- Identify a specific policy (or policy proposal) that you will use for your policy memo.
- Identify the relevance of these issues for social work.

Instructions:

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

- Immigration policy THEN they might look at family separation or border security or refugee policy
- LGBT civil rights THEN they might select marriage equality;
- Sexual assault on campus THEN they might look at how universities process assault allegations;
- Detroit urban issues THEN they might look at urban farming, water distribution, public schools, or underfunded pensions, etc. Even within these areas you would need to further narrow the topic.

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

Elements of your Historical Debates Paper:

The student's historical paper should be structured according to the following outline and please use subheading throughout:

- **Title**
- **Abstract (200 words)**
- **Introduction**
- **Historical Antecedents**

- **Relate Historical Antecedents to Current Debates**
- **Conclusion and Policy (or policy proposal) Identification**
- **Social work Implications**
- **References**

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

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

Introduction: The introduction should succinctly identify the policy debate you are following. It should describe the major arguments associated with the debate and identify their proponents. This section should be descriptive.

Historical Antecedents: This should be the meat of your paper. Succinctly summarize the major historical debates that pre-date the current conversation. This may involve going back decades or centuries, depending on your focus. However, the more substantive your material the better. In other words, try to avoid sweeping and meaningless over-generalizations. Please note that in order to write this section of the paper, you must have located and seriously read scholarly sources (peer-reviewed articles, books, government documents, etc.). **An important note:** I am not looking for the history of a topic. By this I mean I am not looking for a chronological description of a sequence of events. I am looking for a history of the debates around a general issue. What have been the recurring generic arguments? Which side of the argument has predominated at various points in time? Remember to use subheadings to help organize your arguments.

Relate Historical Antecedents to Current Debates: Briefly provide a critical analysis of how these past historical discussions are linked to the current conversation.

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

References: Provide a complete list of references used in your paper in APA format.

POLICY MEMO

Policy Memo must be submitted by **December 3rd**. It will constitute 25% of the student's overall grade. The memo should be between 5-7 pages. It should be 1.5 space and 12-point font.

The learning objectives for this assignment are as follows:

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

Instructions:

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

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

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

- Accurate
- Fact-based
- Informative and based on relevant information;
- Logically constructed
- Easily comprehended in one reading
- Clearly organized and structured (heading, executive summary, subheadings)

- Positions should be informed by social work values

Avoid overgeneralizations, grandiose statements, illogical arguments, misused words, and poorly written papers. Adapted from the Thompson Writing Program at Duke University. See http://twp.duke.edu/uploads/media_items/policy-memo.original.pdf

Elements of the Policy Memo:

Memo Heading: Your memo should contain the standard headings. **To:** should be addressed to the NASW or appropriate recipients of the memo. **From:** should contain your student identification number. **Date:** is self-evident. **Re:** is another chance to create a bouillon cube heading that summarizes your policy position clearly and succinctly.

Executive Summary: The executive summary should be about 150 words long. It should summarize the entire content of your policy memo. In fact, after reading the executive summary the reader should know and understand your entire set of arguments. The rest of the memo will fill in the details.

Arguments: In these sections the goal is to convert your standard student research paper into a policy memo format. This means identifying each of your arguments using a subheading that succinctly summarizes it then supporting your position with a logical and well-researched set of facts. Note that one of the major differences between what I think of as the traditional student paper and a policy memo is that in a student paper, the paper (or paragraph) often concludes with the writer's final position. In a policy memo, each section starts with the conclusion (the position), which is then supported.

Examples on Canvas. With the permission of several of my former students, I have posted *examples* of their policy memos. Please note these memos do not offer formulas to follow. However, they do give you an idea of how a student went about imposing "intellectual discipline" on their research and converted that material into a paper.

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

DUE: December 17, 2018

The final is a take-home exam in essay question format. The exam will be short answer essays, covering material in readings and emphasized in class lectures, handouts and discussion. It will review material from the whole semester and there will be choices in which essays you answer. Distributed December 4th.

Overview on Assignments & Percentages:

Assignments:	Percentages:
Participation	10%
Hot Topic (10.1.18)	5%
Historical Context Paper (11.5.18)	30%
Policy Memo (12.5.17)	25%
Final Exam (12.17.18)	30%

C. Grading

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

The Grading Scale is:

A = 100% - 95%	B+ = 89% - 86%	C+ = 79% - 76%
A- = 94% - 90%	B = 85% - 83%	C = 75% - 73%
	B- = 82% - 80%	C- = 72% - 70%

A+ is reserved for exceptional work.

All assignments are due as stated on CANVAS. Each day your assignment is late, 1 point will be deducted from your final grade for that assignment, for a maximum of 5 points deducted. A rewrite will not include points that were deducted for a late submission.

D. RECOMMENDED BOOKS:

Edin, K., & Shaefer, H. L. (2015). *\$2.00 a day: Living on almost nothing in America*. Boston: Houghton Mifflin Harcourt.

Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers.

Seefeldt, K. S. (2016). *Abandoned Families: Social Isolation in the Twenty-First Century*. New York: Russell Sage Foundation. Retrieved September 2, 2018, from Project MUSE database.

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

Several copies of these recommended books are also on reserve for SW 530 in Shapiro Library. These books are also available on amazon.com as well as electronically on the University Library site where you can download the electronic versions for your Kindle or iPad.

Important, Supplementary Media

The best way to keep current on policy issues is to regularly read a major newspaper, such as the *New York Times* (www.nytimes.com) 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.

*Articles in the Washington Post can be freely accessed, and this paper covers the Congressional issues with great detail.

*News reports and feature shows (such as on MSNBC, CNN or ABC Nightline) are another source of information about current policy issues. The PBS News Hour with Jim Lehrer on Public Television is an excellent source of more in-depth discussion of ongoing and emerging policy issues.

Additional Recommended Media

- Local Newspapers (Ann Arbor, Detroit);
- CNN News and Policy discussions;
- “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).
- Evening Network News - (CBS, ABC, NBC).

Required articles are available on our CANVAS course website.

Other readings, in addition to those listed in this syllabus, may be assigned. They will be announced and posted on CANVAS prior to the corresponding class session.

E. COURSE CALENDAR AND READING ASSIGNMENTS

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

September 4 (Session 1): Introduction and Overview; Review of Syllabus

Course overview, assignments, grading, expectations etc. Allocation Exercise. Why should social workers care about social welfare policy and history? Definitions of poverty, inequality, and other related terms.

- United States Constitution
- Amendments to the Constitution

September 11 (Session 2): Definitions. The Challenge of Social Justice

What is social justice? What is social welfare? Definitions of social policy and theories of social justice. What does our constitution say about rights and justice and for whom?

- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Chapter 9.**
- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. **Read Chapter 1 until page 22.**
- Reisch, M. (2002). "Defining social justice in a socially unjust world." *Families in Society: Journal of Contemporary Human Services*, 83(4), 343-354.

Optional Readings:

- Singer, P. (2007). What should a billionaire give? And what should you? *New York Times Magazine*.
- Somers, M. & Block, F. (2005). "From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate." *American Sociological Review*, 70(2), 260-287.
- Reisch, M., & Andrews, J. (2001). Social work – A radical profession? (Ch. 1). In: *The Road Not Taken: A History of Radical Social Work in the United States*. Ann Arbor: Sheridan Books.
- United States Constitution
- Amendments to the Constitution

September 18 (Session 3): Politics and Economics

US 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. Income Taxes.

- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. **Finish reading Chapter 1.**
- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. **Preface, Chapter 1 & 2.**
- Staller, K. M. (2014). "Federal and state budget basics for social workers: Social welfare impact and social justice implications." In Michael Reisch (Ed). *Social policy and social justice*. Thousand Oaks: Sage. (We will review this extensively in class as well).

Optional Readings:

- Mosley, J. (2013). Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work*, 58, 231-239.
- Testimony of John B. Taylor to the House Committee on Financial Services
- Testimony of Jared Bernstein to the House Committee on Financial Services

September 25 (Session 4): Historical Influences Part I

Social Welfare in Historical Context – From the Poorhouse to Progressive Eras

- Abramovitz, M. (1996). Women and the Poor Laws in Colonial America. In: *Regulating the Lives of Women, 2nd Edition*. Boston: South End Press, pp. 75-105.
- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. **Chapter 2 page 53-69.**
- Williams, T. (2000). The Homestead Act: A major asset-building policy in American history (CSD Working Paper No. 00-9). St.Louis, MO: Washington University, Center for Social Development. (Trina Shanks PhD from SSW).
- Please watch: "The Indian Problem"-The Smithsonian Institute (link in Pages on CANVAS): <https://www.youtube.com/watch?v=if-BOZgWZPE>

Optional Readings:

- Geremek, B. (1997). Introduction: What is poverty? In: *Poverty a History*. Cambridge, MA: Blackwell Publishers, pp. 1-15.
- Gordon, L. (1994). Don't Wait for Deliverers: Black Women's Welfare Thought. In: *Pitied but Not Entitled: Single Mothers and the History of Welfare, 1890-1935*. New York: The Free Press, pp. 111-144.

- Lasch-Quinn, E. (1993). The Mainstream Settlement Movement and Blacks. In: *Black Neighbors: Race and the Limits of Reform in the American Settlement House Movement, 1880-1945*, pp. 9-46.
- Rabinowitz, H.N. (1974). From Exclusion to Segregation: Health and Welfare Services for Southern Blacks, 1865-1890. *Social Service Review*, 84, 327-354.
- Reisch, M., & Andrews, J. (2001). Radical Social Work in the Progressive Era (Ch. 2). In: *The Road Not Taken: A History of Radical Social Work in the United States*. Ann Arbor: Sheridan Books.
- 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*, pp. 358-363.
- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. Chapter 3.
- Trattner, W. (1999). The Settlement House Movement (Ch. 8) and Renaissance of Public Welfare (Ch. 10). In: *From Poor Law to Welfare State, 6th Edition: A History of Social Welfare Policy*. New York: Free Press.

October 2 (Session 5): Historical Influences Part II

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

- Reisch, Michael (Ed). Social Policy and Social Justice: Meeting the challenges of the diverse society. 3rd Edition Cognella Publishers. **Read rest of Chapter 2.**
- Trattner, W. (1999). Depression and a New Deal (Ch. 13). In: *From Poor Law to Welfare State, 6th Edition: A History of Social Welfare Policy*. Free Press.
- Fox, C. (2014). Chapters 1-2. *From: Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*. Princeton NJ: Princeton University Press. ****Also assigned for session 6.**

Optional Readings:

- Longmore, P.K. & Goldberger, D. (2000). The League of the Physically Handicapped and the Great Depression. *The Journal of American History*, 87(3), 888-922.
- Harrington, M. (1962). The Invisible Land. In: *The Other America: Poverty in the United States*.
- Betten, N. & Mohl, R.A. (1986). From Discrimination to Repatriation: Mexican Life in Gary, Indiana, During the Great Depression. In: Mohl & Betten, *Steel City: Urban and Ethnic Patterns in Gary, Indiana, 1906-1950*, New York: Holmes & Meier, pp. 124-142.
- Morris, A. (1984). Birmingham: A Planned Exercise in Mass Disruption. In: *The Origins of the Civil Rights Movement*.
- Rose, N. (1990). Discrimination Against Women in New Deal Work Programs. *Affilia* 5, 25-45.

- Hamilton, D.C. & Hamilton, C.V. (1997). Coping with the New Deal. In: *The Dual Agenda: The African American Struggle for Civil and Economic Equality*. New York: Columbia University Press, pp. 8-42.

October 9 (Session 6): Inequality for All

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

- Danziger, S. (2007). "Fighting poverty revisited: What did researchers know 40 years ago? What do we know today?" *Focus*, 25 (1), 3-11.
- Fox, C. (2014). Chapters 1-2. From: *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*. Princeton NJ: Princeton University Press.
- Rector, Robert and Rachel Sheffield. (2011). "Understanding Poverty in the United States: Surprising Facts About America's Poor." Heritage Foundation
- Shaefer, H.L., & Edin, K. (2013). Rising extreme poverty in the United States and the response of means-tested transfers. *Social Service Review*, 87, 250-268.
- Small, M., Harding, D., & Lamont, M. (2010). Introduction: Reconsidering Culture and Poverty. *The Annals of the American Academy of Political and Social Science*, 629, 6-27.

Optional Readings:

- Goldberg, G.S. (2012). Economic inequality and economic crisis: A challenge for social workers. *Social Work*, 57, 211-224.
- 2018 Kids Count in Michigan Data Book
- 2018 National Kids Count Data Book from Annie E. Casey Foundation
- Thompson, Derek. (2012). "A Giant Statistical Round-Up of the Income Inequality Crisis in 16 Charts." *Atlantic Monthly*. <http://www.theatlantic.com/business/archive/2012/12/a-giant-statistical-round-up-of-the-income-inequality-crisis-in-16-charts/266074/>

October 23 (Session 7): Employment, Public Assistance, and Job Training

Work, Welfare, and Family: Current Policy Dilemmas

- Edin, Kathryn and H. Luke Shaefer. (2015). *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt. **INTRODUCTION THROUGH CHAPTER 3.**
- Seefeldt, K. S. (2016). *Abandoned Families: Social Isolation in the Twenty-First Century*. New York: Russell Sage Foundation. **Read Chapter 4**

Optional Readings:

- Amato, P.R. and R. Maynard (2007). "Decreasing Nonmarital Births and Strengthening Marriage to Reduce Poverty." *Future of Children* 17.

- Sheely, A. (2012). Devolution and welfare reform: Re-evaluating success. *Social Work, 58*, 321-331.
- Sugrue, T.J. (1996). Ch. 2 and Ch. 3. In: *Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*.
- Lambert, S. (2008). "Passing the buck: Labor flexibility practices that transfer risk onto hourly workers." *Human Relations, 61*, 1203-1227.
- Danziger, S. K. (2010). "The decline of cash welfare & implications for social policy & poverty." *Annual Review of Sociology, 36*, 523-545.
- Pimpare, S. (2014). Welfare reform at 15 and the state of policy analysis. *Social Work, 58*, 53-62.

October 30 (Session 8): Addressing Human Needs: Food and Nutrition. Housing and Community Development

Meeting Basic Needs through Policy and Practice. Food and Nutrition, Homelessness and Housing Policy.

- <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- William, E. (2018). An asset-building agenda for the twenty-first century: giving families something to live for, *Journal of Children and Poverty*, DOI: 10.1080/10796126.2018.1493802
- Edin, Kathryn and H. Luke Shaefer. (2015). *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt. **REVIEW INTRODUCTION THROUGH CHAPTER 3 AND FINISH THE REST OF THE BOOK**

Optional Readings:

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

November 6 (Session 9): Addressing Human Needs: Physical and Behavioral Health

Health and Mental Health Services and Policy

- Kaiser Family Foundation, Summary of Affordable Care Act
<http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>

- Michener, J. (2017). People, Places, Power: Medicaid Concentration and Local Political Participation. *J Health Polit Policy Law*, 42(5), 865-900.
- Kurzweil, R.C. (2014) "Justice is What Love Looks Like in Public": How the Affordable Care Act Falls Short on Transgender Health Care Access, 21 *Wash. & Lee J. Civ. Rts. & Soc. Just.* 196.
- Andrews, C. (2014). Unintended Consequences: Medicaid Expansion and Racial Inequality in Access to Health Insurance. *Health Social Work*, 39, 131-133.

Optional Readings:

- Buck, J.A. (2011). The looming expansion and transformation of public substance abuse treatment under the Affordable Care Act. *Health Affairs*, 30, 1402-1410.
- Druss, B.G., Wang, P.S., & Kessler, R.C (2011). Mental health service utilization in the United States: Past, present, and future. In: Cohen, N., & Galea, S. (Eds.) *Population Mental Health: Evidence, policy, and public health practice*. London: Routledge.
- Frank, R., Beronio, K., & Glied, S. (2014). Behavioral Health Parity and the Affordable Care Act. *Journal of Social Work in Disability & Rehabilitation*, 13, 31-43.
- Mark, T.L., et al. (2011). Changes in U.S. spending on mental health and substance abuse treatment, 1986-2005, and implications for policy. *Health Affairs*, 30, 284-292.
- Mechanic, D. (2008). The Development of Mental Health Policy in the United States (Ch. 5). In: *Mental Health and Social Policy: Beyond Managed Care*. Boston: Pearson.
- Mechanic, D., & Grob, G.N. (2011). Social policy and the American mental health system of care. In: Cohen, N., & Galea, S. (Eds.) *Population Mental Health: Evidence, policy, and public health practice*. London: Routledge.
- Mechanic, D. (2012). Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system. *Health Affairs*, 31, 376-382.

November 13 (Session 10): Providing Income and Services to Older Americans

Social Policy for Older Americans

- Abramovitz, M. (2018). *Regulating the Lives of Women*. London: Routledge. Chapter 8 (Old Age Insurance)
- Blanco, L., Aguila, E., Gongora, A, Duru, K.O. (2017). Retirement Planning Among Hispanics: In God's Hands?, *Journal of Aging & Social Policy*, 29(4), 311-331, DOI: 10.1080/08959420.2016.1272161
- McNamara, T. & Williamson, J. (2014). "Ageism's many forms: Institutional, unintended, and reverse." In *The New Politics of Old Age Policy* (3rd. Ed.), Chapter 13 (pp. 254-270). Baltimore, MD: Johns Hopkins University Press.

Optional Readings:

- Brennan-Ing, M., Seidel, L., Larson, B., & Karpiak, S. (2014). Social Care Networks and Older LGBT Adults, Challenges for the Future, *Journal of Homosexuality*, 61:1, 21-52, DOI: 10.1080/00918369.2013.835235
- Hudson, R., & Gonyea, J. (2012) Baby Boomers and the Shifting Political Construction of Old Age. *The Gerontologist*, 52, 272-282.
- Wacker, R.R., & Roberto, K.A. (2014). On the Threshold of a New Era (Ch.1) and Legislative Foundations for Programs, Services, and Benefits Supporting Older Adults (Ch.2). In: *Community Resources for Older Adults*.

November 20 (Session 11): The Next Generation

Polices and Services for Children

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

Optional Readings:

- Boots, S. W., Macomber, J. & Danziger, A. (2008). *Family Security: Supporting Parents' Employment and Child Development*. Washington, D.C.: The Urban Institute.
- 2018 Kids Count in Michigan Data Book
- 2018 National Kids Count Data Book from Annie E. Casey Foundation

November 27 (Session 12): Ongoing Social Justice Challenges

Immigration Policy, Human Trafficking & LGBTQ+ Rights

- Daftary, A-M. (2018). Confronting Immigration Myths with the Reality: A Necessary Perspective for Culturally Grounded Social Work Practice, *Smith College Studies in Social Work*, 88:2, 96-114, DOI: 10.1080/00377317.2018.1437995
- Dreby, J. (2015). US immigration policy and family separation: The consequences for children's well-being. *Social Science & Medicine*, 132, 245-251.

- Zayas, L.H., & Bradlee, M.H. (2014). Exiling children, creating orphans: When immigration policies hurt citizens. *Social Work, 59*, 167-175.

Optional Readings:

- Androff, D.K., & Tavassoli, K.Y. (2012). Deaths in the desert: The human rights crisis on the U.S.-Mexico border. *Social Work, 57*, 165-173.
- Carlson, B.E., Cacciatore, J., & Klimek, B. (2012). A risk and resilience perspective on unaccompanied refugee minors. *Social Work, 57*, 259-269.
- Sanders, L., et al. (2013). Grassroots responsiveness to human rights abuse: History of the Washtenaw Interfaith Coalition for immigrant rights. *Social Work, 58*, 117-125.

December 4 (Session 13): Ongoing Social Justice Challenges II

Human Trafficking, Immigration Policy, & LGBTQ+ Rights

- Balestrey, J. E. (2017). AH| STORY OF COMMUNITY. *Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors, 3*.
- Ditmore, M. (2015). Trafficking in lives: How ideology shapes policy. In *Trafficking and prostitution reconsidered* (pp. 149-168). Routledge.
- Lewis, M. M., & Kern, S. (2018). Using Education Law as a Tool to Empower Social Justice Leaders to Promote LGBTQ Inclusion. *Educational Administration Quarterly, 0013161X18769045*.
- Veldhuis, C.B., Drabble, L., Riggle, E.D.B. et al. (2018). We Won't Go Back into the Closet Now Without One Hell of a Fight": Effects of the 2016 Presidential Election on Sexual Minority Women's and Gender Minorities' Stigma-Related Concerns, *Sex Res Soc Policy, 15*(12). <https://doi.org/10.1007/s13178-017-0305-x>
- Weitzer, R. (2015). Human trafficking and contemporary slavery. *Annual review of sociology, 41*, 223-242.

Optional Readings:

- Hodge, D.R. (2014). Assisting victims of human trafficking: Strategies to facilitate identification, exit from trafficking, and the restoration of wellness. *Social Work, 59*, 111-118.
- Lemke, M. (2018). Educators as the "Frontline" of Human-Trafficking Prevention: An Analysis of State-Level Educational Policy, Leadership and Policy in Schools, DOI: 10.1080/15700763.2017.1398337

December 11 (Session 14): NO CLASS

**To make up for this class attendance, please find an event on campus related to social welfare issues to attend. You will complete a 1 to 2 page summary of the event and how the event related to what we have been discussing in class. This write-up is due by December 11th at midnight and submitted on CANVAS.