

Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

Course Syllabus

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|----------------------|--|
| Course Title: | Introductions to Social Welfare Policy and Services |
| Course #/Term: | SW 530 (Section 03) Fall 2019 |
| Time and Place: | Tuesday 9:00-12:00 Room: SSWB B780 |
| Credit Hours: | 3 |
| Prerequisites: | None |
| Instructor: | Karen M. Staller, Ph.D., J.D. |
| Pronouns: | She, her, hers |
| Contact Information: | kstaller@umich.edu (expect response within 72 hours) Voicemail (734) 763-5769 |
| Office: | 2702 Social Work Building |
| Office Hours: | By appointment |

*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.

Class Requirements

Required Reading

- **Canvas reading resources.** All required reading should be posted on Canvas under the “files” tab, alphabetized by the last name of the first author.
- **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. Be careful to distinguish between news reports and editorial commentary or opinion pieces. Recommended media sources include:
 - National/International news: Newspapers. The New York Times (NYT) (www.nytimes.com), The Washington Post (www.washingtonpost.com), The Los Angeles Times, The Wall Street Journal, National Review, The Weekly Standard. etc. The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. **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.
 - National/International news. The NewsHour, National Public Radio, MSNBC, CNN, ABC Nightline, BBC, Al Jazeera, etc. 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.

- Local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com
<http://www.mlive.com/#/0>

Recommended (but not required) Textbooks. These are on reserve in the Shapiro Library.

- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers.
- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4 (any format). Used copies of Stern abound.
- Schiele, Jerome (Ed.) *Social Welfare Policy: Regulation and Resistance Among People of Color*. Thousand Oaks: Sage

WRITTEN ASSIGNMENTS AND GRADING

- 1) **Read, Share, Synthesize, and Teach** (ungraded BUT...). Ungraded BUT I will mark down your final grade by a ½ step if you fail to turn in an appropriate document. **See separate handout for assignment instructions.** Due dates: Oct 22 and Dec 3rd
- 2) **Policy Worksheet and Policy Brief** (2 papers graded). **See separate handout for assignment instructions.**
 - a. Policy Worksheet **due Oct 8th** (graded, graded, 25% of final grade)
 - b. Policy Brief – **due Nov 12th** (graded, 25% of final grade).
- 3) **Final Take-home Exam** (graded). - The final take-home exam is 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 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. Don't be concerned if you see issues in old exams that we have not covered this semester.
 - a. **Final Distributed in class on Dec 10th - Due: Wednesday, December 17th by 5:00pm.** HARD COPIES ONLY. The final exam is worth 50% of the final grade.

Summary of Due Dates and Grade Point Allocation for Assignments 2019

| Assignment | Due Date | Grade Allocation |
|---|------------------------------------|-------------------------|
| Policy Worksheet | October 8 | Graded, 25% |
| Read, Share, Synthesize, and Teach (2 days) | Oct 22 and Dec 3 | (ungraded/ markdown) |
| Policy Brief | Nov 12 th | Graded, 25% |
| Final exam distributed Dec 10th | December 17 th ; 5:00pm | Graded, 50% |

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. Please edit your work. If possible have someone proof read for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I **do** grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

Attendance and grading. Student attendance is expected. Students are responsible for securing lecture notes and handouts when circumstances prevent attendance. 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 are 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 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 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. I will attach names after grading.
3. It is best not to assume you will receive an “A” in this course. I grade 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.” I reserve 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.

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources> They include:

- Safety and emergency preparedness (see additional note below);
- Mental health and well being;
- Teaching evaluations;
- Proper use of names and pronouns;
- Accommodations for students with disabilities;
- Religious/spiritual observances;
- Military deployment;

- Writing Skills and expectations (see additional note below);
- Academic integrity and plagiarism

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. 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](tel: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/>

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

Safety & Emergency Preparedness: In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. Please register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>. For those new to Michigan, particularly those coming from different climates, please familiarize yourself with preparation for weather events possible here such as: high winds, tornados, flooding, snow, and extreme cold.

Course Overview in Brief

| Date/Time | Agenda | Required Readings |
|-------------------|---|--|
| Week 1 Sept 3 | Introduction: Social Welfare Policies and Services From Whose Perspective? | See Syllabus for Reading Assignments |
| Week 2 Sept 10 | U.S. Constitution: Historical Legacies and Government Structure Frameworks | |
| Week 3 Sep 17 | Budgetary Structures: Paying for a “Just” Society or Not? | |
| Week 4 Sept 24 | Precursors to Welfare and Immigration Policy: The Interplay of Past and Present | |
| Week 5 Oct 1 | Foundations of the ‘Welfare State’: Progressive Era and Origins of Social Work | |
| Week 6 Oct 8 | Foundation of the Welfare State Continued: Excluded Voices and Alternative Constructions | |
| Week 7 Oct 14 | FALL BREAK | |
| Week 8 Oct 22 | Creation of Welfare State and Structural Exclusion | |
| Week 9 Oct 29 | Expansion of the Welfare State: A ‘War on Poverty’ and Civil Rights Activism | |
| Week 10 Nov 5 | Retraction of the Welfare State: The Vanishing Welfare State | |
| Week 11 Nov 12 | From Poverty to Inequality: Economic Inequality | |
| Week 12 Nov 19 | Judicial Advocacy, Patchwork Legislation and Social Movements | |
| Week 13 Nov 26 | Complex Welfare State: Health Care as Case Example | |
| Week 14 Dec 3 | Alternative Anti-poverty and Inequality Agendas Global Social Issues | |
| Week 15 Dec 10 | Course Review and Final Exam | |

CLASS SCHEDULE & ASSIGNMENTS

September 3

Introduction: Social Welfare Policies and Services From Whose Perspective?

Abstract: Introductions: Course overview, assignments, grading and expectations. Why should social workers care about social welfare policy and history? From whose perspective do we study? What is social welfare policy? Who “deserves” help? Who defines who deserves help and who gets help? What is “fair” and “just”? Frameworks: approaches to redistributing resources, and theories of justice.

Allocation exercise.

Case Example: Immigration policy

Looking at US Maps: Mapping U.S. Policy

Required Reading:

- Thronson, David B. (2016). *Immigration Enforcement and Its Impact on Immigrant Children and Families*. Dettlaff, A. & Fong, R. (Ed). In *Immigrant and Refugee Children and Families: Culturally Responsive Practice*. New York: Columbia University Press.
- Blitzer, Jonathan (2018, April 19). *In Rural Tennessee, A Big Ice Raid Makes Some Conservative Voters Rethink Trump’s Immigration Agenda*. The New Yorker Magazine

September 10

U.S. Constitution: Historical Legacies and Government Structure Frameworks

Abstract: To some extent the U.S. Constitution provides the ultimate structure from which all U.S. policies and government structures are organized. We will look at the U.S. Constitution as an historical document and a living document. What does the “historic” Constitution say about inclusion and exclusion? Examining the roots of structural racism, indigenous exclusion, and oppression. How does the “living” Constitution relate to social welfare policy? How was political power structured? We will consider government structure (federal, state, local), hierarchal nature of policy (statutes, regulations, rules, etc); and different types of policy (Constitutional, judicial, legislative, executive). Pay attention to federalism, the enumerated powers clauses and reserve powers amendment, the general welfare clause, voting rights amendments, and the roots (and legacy) of structural racism.

Documentary: The “Indian Problem”

Global Constitutional Comparison-

<https://comparativeconstitutionsproject.org/chronology/>

Required Reading:

- *United States Constitution*
- Weaver, Hilary (2011) “Restrictions on Indigenous Spirituality in the Land of the Free,” In Schiele, Jerome (Ed.) *Social Welfare Policy: Regulation and Resistance Among People of Color*. Thousand Oaks: Sage
- Elliot, Mary, curator (2019). *A Brief History of Slavery That you Didn’t Learn in School*. New York Times.
- Michael Reisch (2002). Defining social justice in a socially unjust world. *Families in Society: Journal of Contemporary Human Services*, 83 (4). Pp. 343-354.

September 17
Budgetary Structures:
Paying for a “Just” Society or Not?

Abstract: Yes! “Someone” should do something about it! But who is that “someone” and who should pay for it? What do federal, state, and local budgets say about who pays for what? How do budgets reflect funding priorities and policies? Pay attention to why budgets are considered social welfare policy instruments. Attend to the vocabulary: revenue, expenditures, sources, uses, debt, deficit, surplus, and redistribution. Note the role of the tax code as a social welfare policy instrument and its relationship to redistribution of wealth and income inequality. Pay attention to the Earned Income Tax Credit (EITC).

Required Reading:

- Staller, K. M. (2018). “Federal and state budget basics for social workers: Social welfare impact and social justice implications.” In Michael Reisch (Ed). *Social policy and social justice*. 3rd Edition.
- Stern, M. (2015) *Politics and Economics [chapter 2]*

September 24
Precursors to Welfare and
Immigration Policy: The Interplay of Past and Present

Abstract: 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? We will compare the Elizabethan Poor Law of 1601, and Law of Settlement with the structure of the Social Security Act (1935), Indian Removal Act of 1830, Mexican deportation (1930s), and current U.S. border policy. What are the similarities and differences? Pay particular attention to the relationships among poverty, inequality, labor/employment, and social values. Note 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. Note 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.

Documentary: PBS Latino Americans

Required Reading:

- Documents
 - Elizabethan Poor Law (in documents folder)
 - Law of Settlement (in documents folder)
 - Indian Removal Act of 1830 (in documents folder)
 - Barusch (2002) Table 3.1 Contents of the Social Security Act of 1935 AND Table 3.2 Titles of the Social Security Act (2000) (in documents folder)
- Schmidt, Paul W. (2019). An Overview and Critique of US Immigration and Asylum Policies in the Trump Era. *Journal on Migration and Human Security*,
- Pierce, Sarah (2019, May). Immigration-Related Policy Changes in the First Two Years of the Trump Administration. Migrant Policy Institute. SKIM
- Reisch, Michael (2018). “U.S. Social Policy and Social Welfare: A historical overview.” In *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. (up to Civil War section)

Recommended Reading:

- Frankel, Elizabeth “Overview of the U.S. Immigration System. [Chapter 2]. In “Three Worlds of Relief: Race, immigration, and the American welfare state from the Progressive Era to the New Deal.” Princeton University Press.
- Acevedo, Gregory (2011) “Latin@s in the Public Square: Understanding Hispanics through the prism of United States Immigration Policy,” Schiele, Jerome (Ed.) *Social Welfare Policy: Regulation and Resistance Among People of Color*. Thousand Oaks: Sage

October 1

Foundations of the ‘Welfare State’: Progressive Era and Origins of Social Work

Abstract: What can we learn about the state of federalism in the 19th century from Dix and Pierce? What was the Civil War’s impact on social welfare services and policies including the Freedman’s Bureau and the Johnson veto. The state of federalism after the Civil War?

Progressive era reforms: 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. What was the role of religion in these early developments? Missionary work, Protestant, Catholic, Jewish developments. Associated with this transition, we will look at two different service models for “helping”: the Charitable Organization Societies (COS) and the Settlement House Movement. We will also look at the earliest roots of establishing professional social work and social work education, in part organized around COS/Settlement tensions and gender politics.

Documentary: Comparison of Race, Class, Gender in Settlements -Women of Hull House

Required Reading:

- Documents
 - Dix, Dorthea *Memorial to the Honorable The Senate and the General Assembly of the State of New Jersey* and Franklin Pierce (1854): *Veto Message, An Act Making a Grant of Public Lands to the Several States for the Benefit of Indigent Insane Persons*
- Reisch, Michael (2018). *U.S. Social Policy and Social Welfare: A historical overview*. In *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. (Up to the Great Depression).
- Carlton-LaNey (2019). African American Social Welfare History. *Encyclopedia of Social Work*.
- Trattner, W. (1994, 1999). *The settlement house movement* (Ch 8) in “From Poor Law to Welfare State.” NY: Free Press.
- Shoemaker, L. M. (1998). *Early conflicts in social work education*. “Social Service Review.”
- Rodems, E. S, Shaefer, H. L. & Ybarra, M. (2011). The children’s Bureau and the passage of the Sheppard-Towner Act of 1921: Early social work macro practice in action. *Families in Society*. 92 (4): 358-363.

October 8

Foundation of the Welfare State Continued: Excluded Voices and Alternative Constructions

Abstract: Whose voices were excluded from the conceptualization of welfare, well being, services and professional social work? What were the consequences? 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, services models and their links to current policies and programs, and the impact of racism.

Case Example: Wheatley House

Documentary: Comparison of Race, Class, Gender in Settlements --Heart of Bassett Place

Policy Worksheet DUE

Required Reading:

- Lasch-Quinn, Elisabeth (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.
- Gordon, Linda (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.
- Chinn, Stuart (2017). Trump and Chinese Exclusion: Contemporary Parallels with Legislative Debates over the Chinese Exclusion Act of 1892. *Tennessee Law Review*, 84 (3): 681-730.

October 15 FALL BREAK

October 22 Creation of Welfare State and Structural Exclusion

Abstract: What conditions in the 1930s gave rise to the creation of the Welfare State. Poor relief and work relief. The Social Security Act of 1935 as 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? Pay attention to the radical new role of the federal government in social welfare policy ("federalism"). How does the structure continue to offer the contextual battleground for today's policy debates? Remember to compare this structural arrangement to the Elizabethan Poor law. What happens when the economy goes bad and welfare needs are widespread?

Documentary: Gender and Race in Public Policy-- Harry Hopkins

Read, Share, Synthesize, and Teach

Required Reading:

- Reisch, Michael (2018). *U.S. Social Policy and Social Welfare: A historical overview*. In "Social Policy and Social Justice: Meeting the challenges of the diverse society." 3rd Edition Cognella Publishers. (policy 1933-1945)
- Trattner, W. (1999). *Depression and a New Deal*, in "From Poor Law to Welfare State: A History of Social Welfare in America." New York: The Free Press.

Read, Share Synthesis and Teach (Pick ONE)

- Fox, Cybelle (2012). *Race, Immigration, and the American Welfare State*. [Chapter 1] In "Three Worlds of Relief: Race, immigration, and the American welfare state from the Progressive Era to the New Deal." Princeton University Press.

- Fox, Cybelle (2012). *Boundaries of Social Citizenship*. [Chapter 11] In *Three Worlds of Relief: Race, immigration, and the American welfare state from the Progressive Era to the New Deal*. Princeton University Press
- Cervantes, Wendy *Federal Policy Implications for Immigrant Children and Families: Public benefit laws and immigration reform*. In *Three Worlds of Relief: Race, immigration, and the American welfare state from the Progressive Era to the New Deal*. Princeton University Press.
- Paul K. Longmore and David Goldberger (December 2000). "The League of the Physically Handicapped and the Great Depression," *The Journal of American History* 87(3): 888-922.
- Rose, Nancy (1990). "Discrimination Against Women in New Deal Work Programs," *Affilia* 5(2): 25-45.
- Hamilton, D. C. and 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 29

Expansion of the Welfare State: A 'War on Poverty' and Civil Rights Activism

Abstract: The relative affluence of post- WW II America in the 1950s was challenged in the 1960s with the *discovery of poverty* and *civil rights activism*, launching a number of 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's declaration of a *War on Poverty* and promoting the promise of a Great Society, rebuilding the United States and promoting community (focusing on four areas: civil rights, poverty, international peace, and a great society). 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.

Please note that the Great Society speech was delivered at Michigan Stadium as a commencement address (May 22, 1964). Also note a pre-cursor to the Great Society Speech, presidential candidate John Kennedy challenged students on the steps of the Michigan Union to devote themselves to global peace and justice work in an initiative that will become the Peace Corps.

Documentary: Intersection of Poverty, Race, and Civil Rights ---Given a Chance

Required Reading:

- Documents
 - 1960 Speeches Document Reading
- Reisch, Michael (2018). "U.S. Social Policy and Social Welfare: A historical overview." In *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. (Up to Reagan – Bush years)
- Cooper, Lauren (undated). *Native American Activism: 1960s to Present*. Teaching a People's History.
- Stern *Poverty and Inequality* (Chapter 4)
- Rector, Robert and Rachel Sheffield. (2011). "Understanding Poverty in the United States: Surprising Facts About America's Poor." Heritage Foundation

November 5

Retraction of the Welfare State: The Vanishing Welfare State

Abstract: Why did the federal government begin to cut back and alter social welfare policies in the 1980s and beyond? Why was there a “devolution” of federal efforts and return social welfare measures to state control (or what Reagan called “new federalism”)? Why did we experiment with shifting responsibility from public entities to “faith-based” and “charitable” institutions? What about changes in the “tax code”? What is the legacy of retracting welfare programs while shifting tax code policy to favor the wealthy? 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. Has the welfare state disappeared?

Required Reading:

- Edin & Shaefer (2015) *Welfare is Dead*. (Chapter 1) In \$2.00 a Day: Living on Almost Nothing in America.
- Abramovitz, Mimi and Hopkins, Tom (1983) Reaganomics and the Welfare State. *The Journal of Sociology and Social Welfare* (see, in particular, highlighted areas).
- Schiele & Gadsden (2011). *Racial Control and Resistance Among African Americans in the Aftermath of the Welfare Reform Act of 1996* In Schiele, Jerome (Ed.) “Social Welfare Policy: Regulation and Resistance Among People of Color.” Thousand Oaks: Sage
- Reisch, Michael (2018). *U.S. Social Policy and Social Welfare: A historical overview*. In “Social Policy and Social Justice: Meeting the challenges of the diverse society.” 3rd Edition Cognella Publishers. 85-90

**November 12
Election Results!**

From Poverty to Inequality: Economic Inequality

Abstract: We have studied LBJ’s War on Poverty, Reagan/Clinton’s (policy devolution, tax reform, welfare reform). What is the legacy of these policies initiatives on income inequality? How do we measure poverty and inequality? Why the rich have gotten richer and the poor gotten poorer? Has the middle class disappeared? What are the consequences for social welfare policy? How might this be related to the history of the welfare state and its retraction?

Documentary: Inequality for All

[Policy Brief Due](#)

Required Reading:

- The World’s Wealthiest Family Gets \$4 Million Richer Every Hour. Bloomberg Press (August 10, 2019). https://www.bloomberg.com/features/richest-families-in-the-world/?utm_source=pocket-newtab
- Reisch, Michael (2018). “U.S. Social Policy and Social Welfare: A historical overview.” In *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd Edition Cognella Publishers. (Remainder of the chapter)
- Edin & Shaefer (2015) Chapter 4 “By Any Means Necessary.” In *\$2.00 a Day: Living on Almost Nothing in America*.
- Seefeldt, Kristin (2016). *Debt: The New Share-cropping System*. (Chapter 5). In *Abandon Families: Social Isolation in the 21st Century*. New York: Russell Sage.

Recommended Reading:

- Cassidy, J. (2014) “Picketty’s Inequality Story in Six Charts.” [The New Yorker](#)
- Pew Research Center (2015) *The Many Ways to Measure Economic Inequality*

November 19

Judicial Advocacy, Patchwork Legislation and Social Movements

Abstract: Yet another policy battleground is in the court systems in addition to legislative and state constitutional initiatives. Here we look at strategies for reform and advocacy in various policy domains. For example, from sodomy crimes to marriage equality and transgender rights. From “affirmative action” constructed from the perspective of inclusion and exclusion and diversity goals. From right to choose and right to life battles over Constitutional guarantees, legislative restriction and a Supreme Court nominee battle. We will look at the ‘moving forward’ and ‘pushing back’ that occurs during social justice movements. 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. Other might include civil rights for a variety of populations, voting rights, mass incarceration, Black Lives matter, etc. Some possible discussions include: affirmative action (*Gratz v. Bollinger* [2003], *Grutter v. Bollinger* [2003]; *Fisher v. University of Texas* and *Students for Fair Admissions v. Harvard* (trial to begin January 2019) 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 including Defense of Marriage Act (DOMA) and its demise (*U.S. vs. Windsor*), marriage equality (*Obergefell v. Hodges*) and transgender rights. Where are we? Executive Orders on Transgender rights (Obama/Trump), Supreme Court nomination politics Merrick Garland (Obama), Neil Gorsuch (Trump), Brett Kavanaugh (Trump nomination). Reconsidering: Roe, Grutter, and other judicial policy.

Case Example. Modern social problem construction and social movements: The White Power Movement
Documentary: Latino Movements of the 1960s-70s

Required Reading:

- Supreme Court Document Reading (folder)
- Staller, K. M. (2019). Connecting the Dots: What’s terrorism got to do with social work? *Qualitative Social Work*: 18 (4): 557-561.
- Takahashi, Rita (2011). Japanese American Resistance to World War II: Executive, Legislative, Judicial Policies.” Schiele, Jerome (Ed.) *Social Welfare Policy: Regulation and Resistance Among People of Color*. Thousand Oaks: Sage
- Perone, Angie (2015). Much more work after marriage equality decision. Pride Source <http://pridesource.com/article.html?article=72714>
- Spade, Dean (2014, January). Interview with Dean Spade on Normal Life. *Society and Space*.
- Taylor, Keeanga-Yamahtta. 2016. “The Double Standard of Justice.” In *From #BlackLivesMatter to Black Liberation*.

November 26 Complex Welfare State: Health Care as Case Example

Abstract: Pulling together all of the threads of the semester we will look at the Affordable Care Act, Republican efforts to “Repeal and Replace” it and current GOP introduction of “work requirements.” 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 and work, 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 including

introduction of work requirements in a number of states. What are the presidential candidates saying about health policy?

Required Reading:

- Stern, (2015) *Physical and behavioral health* [Chapter 7]
- Michener, Jamila. 2018. *Federalism, Health Care, and Inequality*. In *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*.
- Kaiser (Family Foundation) Tracking (Waivers) Section 1332 Innovation Waivers by state (July 2018 fact sheet)
- Andrews, C. (2014). *Unintended Consequences: Medicaid Expansion and Racial Inequality in Access to Health Insurance*. *Health Social Work* 39 (3): 131-133.
- Kurzweil, Rachel. (2014). "Justice is What Love Looks Like in Public: How the Affordable Care Act Falls Short on Transgender Health Care Access." *Washington and Lee Journal of Civil Rights and Social Justice*. 21:1.

December 3

**Alternative Anti-poverty and Inequality Agendas
Global Social Issues**

Abstract: Recently Republicans have made two conflicting claims: the War on Poverty was lost and the War on Poverty was won. Which is it? Looking at anti-poverty strategies: employment, education, child savings accounts and asset building. New anti-poverty or anti-inequality strategies.

Read, Share, Synthesize, and Teach

Required Reading:

- Seefeldt, Kristin (2016). *Abandon by institutions of mobility: The failed promise of postsecondary education and homeownership* (Chapter 4). In *Abandon Families: Social Isolation in the 21st Century*. New York: Russell Sage.

Read, Share, Synthesize, and Teach (Pick ONE)

- Paul, M., Darity, W. and Hamilton, D. (2018 March 9). *A Federal Jobs Guarantee---A Policy to Achieve Permanent Full Employment*. Center on Budget and Policy Priorities.
- Heller, Nathan (2018, July 9 & 16). *Take the Money and Run: What's behind the enthusiasm for universal basic income?* "The New Yorker Magazine" (p. 65-69)
- Elliott, William. 2018. *An Asset Building Agenda for the 21st Century* "Journal of Children and Poverty"
- Attacks by White Extremists are Growing: So are their connections. New York Times, <https://www.nytimes.com/interactive/2019/04/03/world/white-extremist-terrorism-christchurch.html>
- Somini, Sengupta and Cai, Weiyi (2019, Aug 6). A Quarter of Humanity Faces Looming Water Crises <https://www.nytimes.com/interactive/2019/08/06/climate/world-water-stress.html>
- Nordland, Rod (2015, Oct 31). A mass migration crisis, and it may get worse. <https://www.nytimes.com/2015/11/01/world/europe/a-mass-migration-crisis-and-it-may-yet-get-worse.html>

December 10

Course Review and Final Exam

We will do a 'course review" immediately before final exam is distributed. Students are encouraged to ask any question about course material that they desire. The final exam will be distributed in class.

Final Exam Distributed.

FINAL EXAMS DUE: Wed December 17th by 5:00pm at my office SSWB 2702 (hard copies only).

Have a great break!!