1. **Course Description:**

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

2. **Course Content:**

There are four main content areas for the course.

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

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

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

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

3. 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.

4. Course Objectives.

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

A. 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).

B. 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).

C. 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).

D. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including for example, income security, health and mental health services, child welfare, educational practices, services to the elderly, and corrections (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1).

E. Discuss and critically analyze current debates, trends, and ethical issues in some specific fields of service presented in the course including the implications for social work practice and promoting social justice and social change (Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1).

5. 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.

5. 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.

6. 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.


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.

8. Textbook, Canvas Readings, and Supplementary News Media Recommendations

Recommended Books:


Articles: Those listed as required are available through the course Canvas site in the Files section, organized by each class session #, as shown in the syllabus. Readings in the recommended reading folder in Canvas are optional and are for students who wish to learn more about a particular topic.

*Instructor reserves the right to change reading assignments. All changes will be announced via canvas at least 5 days prior to the corresponding session.

Students are required to read the “Required Readings” prior to each week’s discussion.

Important, Supplementary Media

1. 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 news reports and commentary/opinion/advocacy pieces. Here are some recommended media sources:


   b. News reports and feature shows: The PBS News Hour, National Public Radio, MSNBC, CNN, ABC Nightline, CBS, ABC, BBC, Al Jazeera etc.. The PBS News Hour (https://www.pbs.org/newshour/) has extensive links to additional materials. National Public Radio is also readily available online, and can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online. “All Things Considered” and/or “Morning Edition” on National Public Radio are good sources for current issues. New York Times podcast the Daily often has in-depth discussion of ongoing and emerging policy issues. Don’t forget the local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com http://www.mlive.com/#/0.


9. Assignments and Grading

   A) Group project – Policy Comparison (Due Oct 8; 15%. See handout for instruction.)

   B) Policy Report Worksheet (Due Oct. 22, 25%) and Policy Brief (Due Nov. 26, 25%). The two assignments are linked. See handout for instruction.

   C) Final Exam - 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 3rd. (Due Dec. 13; 30%).
D) Attendance and participation – Student are expected to arrive on time and stay throughout all class sessions. Attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. Ample opportunities will be given for students to participate, including short, in-class exercises and break-out group discussion sessions. Good attendance and active participation will be rewarded when calculating the final grade. More than two unexcused absences will result in the lowering of your grade. (Throughout the semester; 5%)

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization and 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.

A word about using electronic devices during class time. All devices (laptops, ipads, smartphones etc.) may be used for legitimate purposes only, such as taking notes, looking up readings or other materials as requested by the instructor. Email, Facebook, instant messaging, online shopping, surfing the internet, browsing photos and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you. Your participation points would be affected if I notice you using a device for these purposes. Of course, you are free to use your devices during breaks.

Assignment Submission Procedure
All written assignments must be submitted via canvas-Assignment (attached as a MS word document). The submission closes at 5pm on the due date. Late submission may not get through the system. With legitimate reasons, I may consider accepting late submission but points may be deducted. In general, I don’t allow rewriting of a graded assignment but I am happy to meet with you to discuss the assignment before it’s due. I will grade your assignments submitted on line anonymously. Please put your student ID, not your name, on the first page of your paper. After I have read and graded all the papers and exams, I will determine which paper belongs to whom.

Summary of Due Dates and Grade Percentages

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due dates</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Policy comparison (group project, class presentation)</td>
<td>Oct. 8</td>
<td>15%</td>
</tr>
<tr>
<td>Policy worksheet</td>
<td>Oct. 22</td>
<td>25%</td>
</tr>
<tr>
<td>Policy brief</td>
<td>Nov. 26</td>
<td>25%</td>
</tr>
<tr>
<td>Final essay exam (accessible via canvas on Dec. 3)</td>
<td>Dec. 13</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>Throughout semester</td>
<td>5%</td>
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Grades

The criteria for each grade are as follows:

A+, A, A- Superlative mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which excellence in 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.

Notes on Grading:

1. Class attendance and class participation are considered essential for this course. Therefore you are expected to attend, be prepared, and make reasonable contributions to enhance the class discussion. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class.

2. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.

3. 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 not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

General Expectations for Written Work

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Students are expected to avoid “language that might imply sexual, ethnic, age or other kinds of discrimination, stereotyping, or bias” (Health and Social Work, 11:3, Summer 1986).
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. 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

Plagiarism

Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:

http://ssw.umich.edu/msw-student-guide/section/1.12.00

Another helpful resource can be found at: http://guides.lib.umich.edu/swintegrity

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

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. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

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 in the Office of Student Services (ndp@umich.edu) for further information.

Health and wellness services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocate Nyshourn Price listed above.
10. 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 two 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-ADAcompliance@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/.
11. Schedule of Class Sessions & Reading Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>AGENDA</th>
<th>REQUIRED READINGS (ASSIGNMENTS DUE)</th>
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</thead>
</table>
| **Sept 3 (Session 1)** | Overview  
What is social welfare policy?  
Why care about policy?  
Allocation exercise                                      | none                                                                                           |
| **Sept 10 (Session 2)** | Conceptual foundation  
-Social welfare policy: rational? political?  
-Conflicting values & beliefs  
-Approaches to social welfare provision  
*group meeting for candidate policy assignment |
| **Sept 17 (Session 3)** | Historical context—from poor house to progressive era | 1. Reisch (2017). US social policy and social welfare: A historical overview (read pp. 53-72).  
*group meeting  
*submit the topic for your policy worksheet (hard copy) |
*Policy worksheet gets together |
*group meeting |
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Oct 8</td>
<td>Session 6</td>
<td>Presentation of Policy Comparison</td>
<td>none</td>
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<tr>
<td>Oct 15</td>
<td></td>
<td>no class</td>
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<td>(Fall study break)</td>
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<td>Oct 22</td>
<td>Session 7</td>
<td>Immigration and social welfare: historical roots and contemporary debates</td>
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<td></td>
<td></td>
<td>2. Fox (2012). The boundaries of social citizenship.</td>
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<td><strong>POLICY WORKSHEET DUE</strong></td>
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<tr>
<td>Oct 29</td>
<td>Session 8</td>
<td>Poverty &amp; inequality</td>
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<td>Nov 5</td>
<td>Session 9</td>
<td>From fighting poverty to ending welfare</td>
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<td>1. Matthews (2014). Everything you need to know about the war on poverty</td>
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<tr>
<td>Nov 12</td>
<td>Session 10</td>
<td>Approaches to prevent poverty: benefits &amp; drawbacks</td>
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<td></td>
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<td>1. Social Security keeps 22 million Americans out of poverty</td>
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<td></td>
<td></td>
<td>4. Heller (2018). Who really stands to win from universal basic income?</td>
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<tr>
<td>Nov 19</td>
<td>Session 11</td>
<td>The federal &amp; state budget</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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</table>
3. NYT (Aug. 22, 2019). Budget deficit on path to surpass $1 trillion under Trump |
|            |                                      | **POLICY BRIEF DUE**                                                        |
| Dec 3 (Session 13) | Housing policy                          | 1. Stern (2015). Housing and community development (read pp. 118-141)  
|            |                                      | *Final exam distributed*                                                   |
| Dec 10 (Session 14) | Ongoing struggle for equality and civil rights | TBD based on class interests                                            |
| Dec 13     |                                      | **FINAL EXAM DUE**                                                         |