“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.”

~ Rev. Dr. Martin Luther King, Jr.

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, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relation to diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

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.

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.

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.

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.

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.

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.
4. **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 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).

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

5. **Course Design:**

This is a hybrid course, which means that it utilizes both traditional face-to-face (in a classroom) learning and online learning. This course integrates face-to-face and online activities to reinforce and complement one another. This course includes 8 face-to-face or in-class sessions and 6 online sessions. There was an intentional decision to have more face-to-face learning in order to build community among students and the instructor, as well as engage around current events that have high relevance to social welfare policy.

Additionally, is anticipated that the multiple sections of this course will be coordinated and the face-to-face learning components (e.g., 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.

6. **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.

7. **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.

8. **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.

9. **Required Viewing, Reading, and Supplementary News Media Recommendations**

**Required Viewing:**

As this is a hybrid course, combining face-to-face and online learning, students are required to access and complete required modules of the SW530X: Social Welfare Policy and Services Massive Open Online Course (MOOC).

A section of SW530X has been created specifically for this course and can be accessed at [https://edge.edx.org/courses/course-v1:MichiganX+sw530_007+2019_fall/course/](https://edge.edx.org/courses/course-v1:MichiganX+sw530_007+2019_fall/course/)

Students will need to enroll in the online component of this course by creating an account with the **Edge EdX platform**. This account can be linked to students’ University of Michigan
Google account and accessed via their established unique names and passwords. The instructor will spend time during the first class session to ensure students are able to access the online component of this course.

For assistance related to accessing or using the online component of this course, please contact University of Michigan Information and Technology Services (ITS) at 734-764-HELP (4357). There are also options to begin online chats, submit a ticket, or email ITS that can be found here: http://its.umich.edu/help. You can also reach out to University of Michigan Academic Innovations staff member David Lawrence-Lupton at jdlawren@umich.edu or 734-764-2010.

**Required Reading:**

Required readings are available through the course Canvas site (SW 530 007 FA 2019) in the Modules section, organized by each class session, as listed in the syllabus.

Students are required to complete required readings prior to each week’s class session. Please note that the wider the review of the materials each student has prepared, the richer the class discussion can be.

**Canvas media:** Documentary films that provide deeper information on some of the issues covered in class are available on Canvas, in the Pages section. We may take class time to view a film or one may be assigned as required watching for a particular class session. Films that are not required watching or shown in class are considered optional, recommended.

**Important, Supplementary Media:**

1. The best way to keep current on policy issues is to regularly read a major newspaper, such as the *New York Times* (www.nytimes.com) or *The Washington Post* (www.washingtonpost.com). *The Wall Street Journal* (www.wsj.com), 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.
   a. The *New York Times* also offers a student discount rate on student subscriptions to hard copy editions, and it’s also accessible (with a day delay) through the library.
   b. Articles in *The Washington Post* can be freely accessed, and this paper covers the Congressional issues with great detail.

2. 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* is an excellent source of more in-depth discussion of ongoing and emerging policy issues.

3. 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).
• Online news magazines such as The Atlantic Monthly, Time, the Economist, U.S. News & World Report, The New Republic

10. Assignments and Grading

A) In-Person Collaborative Group Discussion (10%) and Online Discussion (10%)

This assignment aims to enhance students’ critical thinking, synthesis, and communication skills in understanding and critically assessing social welfare history and social welfare policy and how it relates to the social work profession. It will also facilitate students’ ability to assess current events related to social welfare policy and critically connect them to social welfare history and frameworks.

The assignment has two parts, each worth 10% of students’ final grade:

1) In-Person Collaborative Group Discussion (10%): Small groups of students will be required to facilitate class discussion in one of the face-to-face class sessions throughout the term. During each face-to-face session, students will be required to generate 2-3 discussion questions on assigned readings, viewing, and/or listening. Students will use these questions to facilitate small group discussions. *Discussion questions should require critical thinking and encourage the connection between assigned readings, viewing, and/or listening for that day with current events, course concepts, and frameworks for understanding social welfare policy. Questions will be due to the instructor on the day that class is held.* Small group discussions will last approximately 30 minutes. Students will sign up for their session of interest on the first day of class. This part of the assignment is worth 10% of students’ final grades.

2) Online Discussion (10%): Students will be required to respond to discussion prompts in all online modules assigned as part of the online component of this hybrid course. Students must respond to the prompts on or before the Monday after the module is assigned at 11:59pm. For example, if there is an online class session planned for Wednesday, September 18, 2019, the discussion prompt is due by Monday, September 23, 2019. This allows the instructor to review all responses and integrate them into face-to-face class sessions as needed. This part of the assignment is worth 10% of students’ final grades.

B) Policy Report Worksheet (25%) and Policy Brief (30%) Assignment

1. Policy Worksheet (25%), Due October 9, 2019
2. Policy Brief (30%), Due November 13, 2019

Separate handouts detailing the Assignment and grading expectations will be distributed in class and uploaded to our Canvas site.

C) Final Take-home Essay Exam (25%)
The final is a take-home exam in essay question format. The exam will be a combination of short answer and essay questions, 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. The take-home final will be distributed in class on November 13, 2019. The final exam is due on Wednesday, December 11, 2019 by 5pm. Only HARD COPIES will be accepted. Exams must be submitted to Professor Weaver during class on December 11 or returned to her office (Room 3788). The final exam is worth 25% of the final grade.

| Assignment Summary |
|---------------------|-----------------|-----------------|-----------------|
| Assignment Type     | Due Date        | Percentage of Grade |
| In-Person Collaborative Group Discussion | Individual | Throughout Term | 10% |
| Online Discussion | Individual | Throughout Term | 10% |
| Policy Report Worksheet | Group | October 9, 2019 | 25% |
| Policy Brief | Group | November 13, 2019 | 30% |
| Final Take-Home Essay Exam | Individual | December 11, 2019 | 25% |

**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.

**Four Notes on Grading:**

1. Class attendance and class participation are considered essential for this course, and worth 10% of your final grade. Therefore, you are expected to attend, to be prepared, and to 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. If you miss more than two course sessions, your grade will be reduced by one level (e.g., A will become A-) and you will be asked to set up a meeting with the instructor to discuss your attendance.

2. I grade all papers anonymously. Put only your student identification number on your submitted work. After I have read and graded all the papers and exams, I will determine which paper belongs to whom.

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

4. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal), must be specific, and must be based on substantive arguments 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, or other kinds of discrimination, stereotyping, or bias.” *(Health and Social Work, 11:3, Summer 1986)*.

**11. Course Policies and Student Resources**

**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. Students will be encouraged to examine systems of oppression and how they affect social welfare policy, social welfare systems and services, and differential access to social welfare services across 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.
Communications Regarding the Course

Students should feel free to email the instructor whenever questions arise. I check my email frequently and strive to reply within 48 hours. Email is the means of electronic communication at the University, so I do expect you to check your email regularly as well. I will periodically post announcements on Canvas, but I will always send an email to alert the class of the announcement. Because I do not always have access to Canvas, please only send emails to me; do not use the message function in Canvas. I do not have formal office hours. I’ve found that if I set particular hours, at least half of the class will be unavailable during that time. So please make an appointment, either in person or over email. I’m more than happy to meet with each one of you when you have questions, concerns, or just want to talk, and I will do my very best to be as flexible as possible with my schedule.

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
- 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
- Academic integrity and plagiarism

12. Schedule of Class Sessions and Assignments

<table>
<thead>
<tr>
<th>Class</th>
<th>Session Type</th>
<th>Agenda</th>
<th>Required Readings/Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>In-person</td>
<td>Introduction to the Course; Introduction to Social Welfare Policy and Social Justice</td>
<td>• Syllabus</td>
</tr>
<tr>
<td>September 4, 2019</td>
<td></td>
<td></td>
<td>• Assignment Guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• As Explained: The Racial Wealth Gap</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>Online</td>
<td>Approaches to Policy: Critical Questions, Themes &amp; Values, Models</td>
<td>• SW530X: Module 2</td>
</tr>
<tr>
<td>September 11, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>In-person</td>
<td>Structures in Policy: Understanding How</td>
<td>• SW530X: Module 3</td>
</tr>
<tr>
<td>September 18, 2019</td>
<td></td>
<td></td>
<td>• U.S. Constitution and Amendments</td>
</tr>
<tr>
<td>Session 4</td>
<td>In-person</td>
<td>September 25, 2019</td>
<td>Foundation of the Welfare State: From the Poorhouse to the Progressive Era and the Origins of Social Work</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Session 5</td>
<td>Online</td>
<td>October 2, 2019</td>
<td>The History of Social Work and Social Welfare Policy</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td></td>
<td>SW530X: Module 4</td>
</tr>
<tr>
<td>Session 6</td>
<td>In-person</td>
<td>October 9, 2019</td>
<td>The Creation and Expansion of the Modern Welfare State: The New Deal and Social Security Act</td>
</tr>
<tr>
<td>Session 7</td>
<td>Online</td>
<td>Poverty and Income Inequality</td>
<td>SW530X: Module 5</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>-------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>October 16, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 8</th>
<th>In-person</th>
<th>Retraction of the Welfare State: War on Poverty and Income Inequality</th>
<th>SW530X: Module 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 23, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 9</th>
<th>Online</th>
<th>Issues of Access</th>
<th>SW530X: Module 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

History, 87, 888-922.

- The Social Security Act (preamble through Title IV of the original act)

**Policy Report Worksheet Due**

- “A Welfare Check”: NPR Marketplace Podcast The Uncertain Hour; [https://www.revealnews.org/episodes/a-welfare-check/](https://www.revealnews.org/episodes/a-welfare-check/).


• “1A Across America: How U.S. Cities Are Tackling the Affordable Housing Crisis”: NPR 1A Podcast; [https://the1a.org/shows/2019-08-28/1a-across-america-yimby-can-density-increase-affordable-housing](https://the1a.org/shows/2019-08-28/1a-across-america-yimby-can-density-increase-affordable-housing)

| Session 11 | November 13, 2019 | In-person | Health and Mental Health Policies and Services | • Stern, (2015) *Physical and behavioral health* [Chapter 7]


• Kurzweil, Rachel. (2014). “‘Justice is What Love Looks Like in Public:’ How the Affordable Care Act Falls Short on Transgender Health Care Access.”
<table>
<thead>
<tr>
<th>Session 12</th>
<th>Online</th>
<th>Policies and Services for Children and Families</th>
<th>SW530X: Module 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 20, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 13</th>
<th>NO CLASS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>November 27, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 14</th>
<th>Online</th>
<th>Policy in Practice</th>
<th>SW530X: Module 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 15</th>
<th>In-Person</th>
<th>The Ongoing Struggle for Equality and Civil Rights</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>December 11, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Cooper, “Native American Activism: 1960s to Present”
- Perone, Angie (2015). “Much more work after marriage equality decision.”

**Take Home Final Exam Due by 5pm**

Enjoy your break!!