1. Course Statement

a. 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 relation 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).
b. Course Content

There are four main content areas for the course:

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

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

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

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

c. Course objectives and competencies

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

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)

d. 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.

e. Curricular themes
   - **Relation to 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.

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

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

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

f. **Relationship to social work ethics and values**
The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.
g. **Intensive focus 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.

2. **Class Requirements**

a. **Text and class materials**

   ❖ **Canvas Readings:** All required reading will be uploaded onto the Canvas course site (*SW 530 008 FA 2019*), in the “Files” section, organized by class session- as listed in the syllabus. (If you have problems with the Canvas site, please call 844-329-3130).

   With the exception of the first week, students are required to read all of the Canvas readings prior to each week’s class. Please always consult the syllabus to make sure you have completed all of the assigned readings for the week. We may not always discuss each reading in class; however, each student is responsible for the material covered by the readings. Students will need to draw upon the readings in order to complete the final exam.

   ❖ **Recommended (but not required) Textbooks**

   Several copies of the recommended (but not required) textbooks are also on reserve for SW 530 in the Shapiro Library.
 Lectures: All of my lectures are accompanied by PowerPoint presentations, which are uploaded into canvas one-day prior to each class.

 Supplementary Media: 
 Current policy issues will act as an important backdrop for this semester’s material. As such, it is important that students stay up-to-date on key policy issues. The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage, such as the New York Times (www.nytimes.com) or The Washington Post (www.washingtonpost.com). The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. As with all newspapers, one should be careful to distinguish between the news reports and the editorial commentary.

- Many newspapers are available free to students if you log onto the university library website. The NYT 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.

- A limited number of articles per month in the Washington Post can be freely accessed, and this paper covers the Congressional issues with great detail.

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

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

b. Class schedule

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<tr>
<th>Date</th>
<th>Focus</th>
<th>Required Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Sep. 4th</td>
<td>Introduction and course overview;</td>
<td>• Review Syllabus and course materials on Canvas Site</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Canvas Readings</td>
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| Sep. 11<sup>th</sup> | Policy in environment framework; the Constitution and what it says about rights and justice; allocation exercise | • Stern, M. (2015) “An Approach to Policy Practice” [Preface & Chapter 1]  
• United States Constitution  
• Amendments to the Constitution |
| Sep. 18<sup>th</sup> | Federal Budget: Expenditures and receipts, deficit, surplus, funding priorities; The role of the tax code in social welfare (redistribution of wealth, incentives); State Tax System: similarities and differences; Fix the debt activity | Canvas Readings  
| Sep. 25<sup>th</sup> | Social welfare in historical context: From the poorhouse to progressive eras; Documentary: Women of Hull House | Canvas Readings:  
| Oct. 2<sup>nd</sup> | Historical Context: The Great Depression and the New Deal | Canvas Readings:  
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<tr>
<th>Oct. 9&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Historical Context: The Post-war Period through the Great Society; Documentary: Given a Chance</th>
<th>Canvas Readings</th>
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<tr>
<td></td>
<td><strong>Policy Assignment #1 (Policy Worksheet) Due</strong></td>
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<tr>
<td>Oct. 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Poverty, Inequality, and the Changing Labor Market</td>
<td>Canvas Readings:</td>
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<tr>
<td>Oct. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Work, Welfare, and Family: Current Policy Dilemmas;</td>
<td>Canvas Readings:</td>
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<td>Edin &amp; Shaefer (2015) Welfare is Dead. (Chapter 1) In $2.00 a Day: Living on Almost Nothing in America.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Canvas Readings</td>
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- Listen to: Reveal Podcast- A welfare check: https://www.revealnews.org/episodes/a-welfare-check/ |
- Kaiser Family Foundation, Summary of Affordable Care Act (SKIM)  
c. Assignments

You have three written assignments in this course, all of which are designed to help you develop practical skills you are likely to employee in your social work career:

1) Policy Worksheet and Policy Memo/Brief. This assignment consists of two separate products, both of which are graded. Detailed descriptions of these assignments is posted on Canvas, under the “Assignments” link. Completed assignments are to be submitted online through the class Canvas site, prior the start of class the day on which they are due.
a. Policy Assignment #1 (Policy Worksheet) - due Oct 9th (20% of final grade)
b. Policy Assignment #2 (Policy Memo/Brief) - due Nov 13th (graded, 30% of final grade).

2) Policy Assignment #3 (Public Testimony) - due Nov 27th (graded, 10% of final grade). A detailed description of this assignment is posted on Canvas, under the “Assignments” link. Completed assignments are to be submitted online through the class Canvas site, prior the start of class the day on which they are due.

3) Final Take-home Exam - due Dec 13th (graded, 40% of final grade). The final exam is a take-home exam in essay question format. The exam will be include several short answer essay questions, covering material from the readings, in class lectures, handouts and discussions. It will review material from the whole semester. The final will be made available on December 5th with a due date of **Friday, December 13th by 5:00 pm**. The final exam is worth 40% of the final grade.

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<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tr>
<td>Policy Assignment #1 (Policy Worksheet)</td>
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<tr>
<td>Policy Assignment #2 (Policy Memo/Brief)</td>
<td>November 13th, 2019</td>
<td>30%</td>
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<tr>
<td>Final Take-home Exam</td>
<td>December 13th, 2019 by 5:00 pm.</td>
<td>40%</td>
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<td>Completed exams are to be submitted online through the class Canvas site, prior the deadline.</td>
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d. Attendance and class participation

Attendance, while not graded, will be taken via a weekly sign-in sheet circulated at the start of class. It is the student’s responsibility to sign in each week. Weekly lectures will highlight
important themes and information from the readings, as well as provide additional content, all of which may be reflected on the final exam. Therefore, miss class at your own peril. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.

While a portion of the course will include material presented through lecture, much of your learning will come from in-class discussion around the readings, lectures and assignments. As such, it is important that students in this class come prepared to express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and respect for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. All of my lectures are accompanied by PowerPoint presentations, which are uploaded into canvas one-day prior to each class. Therefore, I prefer that students refrain from using laptops, tablets or smartphones during class, so they can more fully participate in discussion around the material.

e. Grading

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 its submission. 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.

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.
Late assignments: If you must turn in late work, you need to have communicated with me in advance about an alternative due date and reason, in order to be eligible for full credit.

Challenges to grades: 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 based 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.

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