



Course title:	Introduction to Social Welfare Policies and Services
Course #/term:	SW 530, Section 011, Fall 2019
Time and place:	Wednesdays 9-12, Room 3629 SSWB
Credit hours:	3
Instructor:	Garrett Pace, MSW
Pronouns:	He/him/his
Contact info:	Email: gtpace@umich.edu You may expect a response within 48 hours
Office hours:	By Appointment

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 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).

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

Theme Relation to Multiculturalism & Diversity:

The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.

Theme Relation to Social Justice:

The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:

The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research:

Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

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 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

All readings (or links to them) will be on the course Canvas site (*SW 530 011 F19*).

****Important notes about assigned readings****

1. With the exception of the first week, students are required to complete the readings prior to each week's class.
2. Please consult the syllabus each week to make sure you have completed all the readings.
3. The readings reflect a diverse array of perspectives, including historical perspectives. Due to the age of some documents, language used may not be current. You may find some ideas expressed in certain readings to be controversial and not reflective of social work values. However, these ideas are part of the current political discourse in the United States, and as social workers, you need to be aware of these positions so that you are able to be a better advocate.
4. 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.

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*, 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 **NYT** also offers a student discount rate on student subscriptions and it's also accessible (with a day delay) through the library.
 - b. 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.
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 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

Class	Topic	Required Readings
Session 1 Sept 4	Introduction and course overview	None
Session 2 Sept 11	Understanding the Foundations of Government	1. United States Constitution 2. Amendments to the Constitution 3. Reisch. (2002). “Defining social justice in a socially unjust world.”
Session 3 Sept 18	Budget Structure and Taxes	1. Staller. (2014). “Federal and state budget basics for social workers: Social welfare impact and social justice implications” 2. Urban Institute. “State and Local Expenditures.”
Session 4 Sept 25	Social Welfare in Historical Context, Part I	1. Abramovitz (1996). “Women and the Poor Laws in Colonial America” 2. Carlton-LeNay. (2015). “African American Social Welfare History” 3. Reisch. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. pp 53-72
Session 5 Oct 2	Social Welfare in Historical Context, Part II	1. Trattner. (1999). “Depression and a New Deal” in From Poor Law to Welfare State. 2. Reisch. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. pp 72-79. 3. The Social Security Act (preamble through Title IV of original act)

Session 6 Oct 9	The Intersection of Immigration and Social Welfare: Historical Roots and Contemporary Debates Policy Worksheet Due	1. Betten and Mohl. (1973). "From Discrimination to Repatriation: Mexican Life in Gary, Indiana, During the Great Depression" 2. Hirota. (2019). "The Danger of Vilifying Poor Immigrants" 3. Acevedo. (2011). "Latin@s in the Public Square: Understanding Hispanics through the prism of United States Immigration Policy"
Session 7 Oct 16	Poverty and Inequality- Measuring and "Fighting"	1. Matthews. (2014). "Everything You Need to Know about the War on Poverty." Washington Post. 2. Stern. (2015). Ch. 4. Poverty and Inequality 3. Rector and Sheffield. (2011). "Understanding Poverty in the United States: Surprising Facts About America's Poor."
Session 8 Oct 23	Anti-Poverty Policies- Employment and Education Read, Share, Synthesize, & Teach	1. Desmond. (2018). Americans Want to Believe Jobs Are the Solution to Poverty. They're Not. NYT Magazine. 2. Paul, Darity, and Hamilton. (2018). "The Federal Jobs Guarantee" 3. Seefeldt. (2017). Abandoned Families. pp. 77-96
Session 9 Oct 30	The Safety Net Today- Contraction of the Welfare State	1. Edin and Shaefer. (2015). "Welfare is Dead," New York: Houghton Mifflin. 2. Schiele and Gadsden (2011). "Racial Control and Resistance Among African Americans in the Aftermath of the Welfare Reform Act of 1996" 3. Reisch. (2017). U.S. Social Policy and Social Welfare: A historical overview. pp. 85-90
Session 10 Nov 6	Elections, Voting, Gerrymandering, and Related Topics	Readings to be determined by class interest
Session 11 Nov 13	Housing, Wealth, and the Wealth Gap Policy Brief due	1. Desmond. (2017). Housing. 2. Seefeldt. (2017). Abandoned Families, pp. 96-111 3. Elliott. (2018). "An Asset Building Agenda for the 21st Century."

Session 12 Nov 20	Lifespan focus: Policies and Services for Children and Older Americans Read, Share, Synthesize, & Teach	1. Staller. (2010) “Children’s rights, family rights: Whose human rights?” 2. McDonough and Davitt. (2011). “It Takes a Village: Community Practice, Social Work, and Aging-in-Place”
No class Nov 27	Enjoy Thanksgiving recess	
Session 13 Dec 4	The Complex Welfare State: Health Care as a Case Study Final exam distributed	1. Stern. (2015). Ch. 7. Physical and Behavioral Health 2. Kaiser Family Foundation. Summary of Affordable Care Act (SKIM) 3. Kurzweil. (2014). “‘Justice is What Love Looks Like in Public:’ How the Affordable Care Act Falls Short on Transgender Health Care Access.”
Session 14 Dec 11	The Ongoing Struggle for Equality and Civil Rights Remember that final exams should be uploaded to Canvas by 5pm on December 16	1. Perone (2015). “Much more work after marriage equality decision.” 2. Taylor (2016). “The Double Standard of Justice.” 3. Cooper (2016). “Native American Activism: 1960s to Present.”

c. Assignments

You have two written assignments (i.e., Policy Worksheet and Policy Brief) linked to a debate around a particular policy issue. A separate handout details these assignments.

There are two “Read, Share, Synthesize, and Teach” assignments. Both are pass/fail. A separate handout details these assignments. Students who miss class that day must complete a make-up assignment.

The final is a take-home exam covering material in readings and emphasized in class lectures, handouts, and discussion. It will review material from the whole semester. The exam will be distributed on December 4.

Assignments and Due Dates

Assignment	Due Date	Percentage of Final Grade
Policy Worksheet	October 9 via Canvas	25%
Read, Share, Synthesize, and Teach (2 days)	October 23 and November 20 in class	10% of grade (pass/fail)
Policy Brief	November 13 via Canvas	30%
Final exam	December 16 by 5pm via Canvas	35%

d. Attendance and class participation

Learning takes place when you can engage with the material, and part of that engagement occurs in discussions with each other. Missing class deprives you of this opportunity and also affects your colleagues when they are not able to learn from you. Student attendance is therefore expected at every class session, and attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. **More than one unexcused absence will result in the lowering of your grade (e.g., A- lowered to B+).** I recognize that illness and other unforeseen emergencies may arise over the course of the term. Please contact me as soon as possible if you are ill or encounter an issue that would lead you to miss class. In the event of severe weather, I will try to make arrangements for an alternative forum for class (e.g., via Canvas or Google).

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 still reflects 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. 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.*)

The School’s Policy on Class Attendance can be found in the MSW Student Guide.

e. Grading

Grading Scale

A+	99.5 to 100
A	94 to < 99.5
A-	90 to < 94
B+	87 to < 90
B	84 to < 87
B-	80 to < 84
C+	77 to < 80
C	74 to < 77
C-	70 to < 74
F	< 70

I grade all papers anonymously. Put only your student identification number on your submitted work. I will attach names after grading. If you want me to read drafts, I generally am able to do so but know that you may give up anonymity. Having me provide feedback on a draft is not a guarantee of an “A” (or any other grade).

Late work will **not** be penalized provided you have communicated with me in advance about an alternative due date. However, it is to your benefit to turn assignments when they are due, since you’ll only accumulate more work as the semester continues.

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.

Challenges to any grade 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.

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*