



<b>Course title:</b>	Introductions to Social Welfare Policy and Services	
<b>Course #/term:</b>	SW 530, Section 001, Fall, 2020	
<b>Time/Place:</b>	Tuesday, 9am-12pm, ONLINE	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	Addie Weaver, PhD, MSW, MPA	
<b>Pronouns:</b>	She/her/hers	
<b>Contact info:</b>	<b>Email:</b> weaverad@umich.edu	<b>Phone:</b> 734-615-2122 (Office)
<b>Office:</b>	3788, remote only Fall 2020	
<b>Office hours:</b>	By appointment, via Zoom	

## 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 community service programs.

***c. Course objectives and competencies***

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 2.3, 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)

**d. Course design**

This is an online course, designed to include both asynchronous content that students complete at their own pace each week as well as synchronous, live sessions where the instructor and students engage in interactive learning together via Zoom. 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**

1. 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.

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

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

4. 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 required readings, videos, activities, and anything else that you might need for this course will be posted on our Canvas site. In most cases, this information will be posted on a weekly basis throughout the semester. As current events occur, some things may be updated and added over the course of the term. Supplemental content on Canvas is optional.

**b. Online format overview**

This course will be offered 100% online. The online format will look different from previous courses you may have taken. Although our course is scheduled to meet for 3 hours (9am-12pm) each week, we will meet synchronously or “live” for 2 hours (9am-11am) each week via Zoom. The rest of the “in class” time will be made up through asynchronous activities, such as videos, activities, and additional readings. This format is based on research regarding effective online pedagogy. Each week (beginning after week 1), you will be expected to complete several tasks prior to our synchronous meeting. Canvas will be used for all communication and information dissemination. Each week, you will see a list of asynchronous activities to complete *prior* to our Tuesday class period.

I take it as a given that there will be times when you are unable to attend our class period synchronously due to constraints related to COVID-19. This is acceptable and understood. All synchronous meetings will be recorded, and you will be expected to view the recording at a later date.

Synchronous time together will be primarily spent in activities and discussion, with some mini-lectures. The bulk of the lecture content will be available for you to view prior to class. This will ensure that our time together is as meaningful and engaging as possible.

**c. Class schedule**

<b>Date/Time</b>	<b>Agenda</b>	<b>Asynchronous Content, Required Readings, &amp; Assignments</b>
Week 1 9/1  <b>Live session: 9/1: 9-11am</b>	Lesson 1: Welcome and introductions	Syllabus
Week 2 9/8	Lesson 2: Land, Legacies, and Policy  Foundational Roots of Structural Discrimination	<b>Read:</b> • Staller Ch 1  <b>Watch:</b> • Social Policy Crash Course

Date/Time	Agenda	Asynchronous Content, Required Readings, & Assignments
<p><b>No Live Session 9/8: #ScholarStrike Teach-in for Racial Justice</b></p>		<ul style="list-style-type: none"> <li>• American Myths</li> <li>• Explained: The Racial Wealth Gap</li> <li>• #ScholarStrike Teach-in for Racial Justice</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Decolonization, Explained for Social Work</li> </ul> <p><b>Do &amp; Post due by 11:59pm 9/7</b></p>
<p>Week 3 9/15</p> <p><b>Live session: 9/15: 9-11am</b></p>	<p>U.S. Government Structure and Policy Making for Social Workers</p> <p>Election 2020</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Staller Ch 2</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• What is social policy and why do social workers care?</li> <li>• Frameworks for thinking about social welfare policy</li> </ul> <p><b>Discussion due by 11:59pm 9/14</b></p>
<p>Week 4 9/22</p> <p><b>Live session: 9/22: 9-11am</b></p>	<p>U.S. Constitution as Supreme Law and Historical Record for Social Workers</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Staller Ch 3</li> <li>• Douglass</li> <li>• U.S. Constitution</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Constitution Part 1</li> <li>• Constitution Part 2</li> <li>• Douglass</li> <li>• Intro to Policy Research</li> </ul> <p><b>Discussion due by 11:59pm 9/21</b></p>

Date/Time	Agenda	Asynchronous Content, Required Readings, & Assignments
<p>Week 5 9/29</p> <p><b>Live session: 9/29: 9-11am</b></p>	<p>Government Budgets and Taxes for Social Workers</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Staller, Budgets</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Budgets</li> <li>• Taxes</li> </ul> <p><b>Discussion due by 11:59pm 9/28</b></p>
<p>Week 6 10/6</p> <p><b>Live session: 10/6: 9-11am</b></p>	<p>Origins of Social Work Practice and Services &amp; Enduring Tensions</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Reisch pgs. 52-71</li> <li>• Carlton-LaNey</li> <li>• Staller</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Bassett Place</li> <li>• Hull House</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• White supremacy in Social Work</li> </ul> <p><b>Discussion due by 11:59pm 10/5</b></p>
<p>Week 7 10/13</p> <p><b>Live session: 10/13: 9-11am</b></p>	<p>Creation of the U.S. Welfare State and Structural Exclusion</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Staller Ch 4</li> <li>• Reisch Ch 2, pgs 71-81</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Harry Hopkins: At FDR's Side</li> <li>• Social Security</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• What is Mutual Aid?</li> </ul> <p><b>Discussion due by 11:59pm 10/12</b></p>

<b>Date/Time</b>	<b>Agenda</b>	<b>Asynchronous Content, Required Readings, &amp; Assignments</b>
<p>Week 8 10/20</p> <p><b>Live session: 10/20: 9-11am</b></p>	<p>Equality, Opportunity, and Civil Rights: Activism to Policy</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Lateef and Androff</li> <li>• Black Panthers</li> <li>• PPC Report</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• John Lewis</li> </ul> <p>Choose one:</p> <ul style="list-style-type: none"> <li>• Latino Americans</li> <li>• Given a Chance</li> <li>• After Stonewall</li> <li>• ADA Now!</li> </ul> <p><b>Discussion due by 11:59pm 10/19</b></p>
<p>Week 9 10/27</p> <p><b>Live session: 10/27: 9-11am</b></p>	<p>Judicial Advocacy, Social Movements &amp; Patchwork Rights</p>	<p><b>Read:</b></p> <p>Staller Ch 6</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• What could happen to Roe v. Wade?</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Supreme Court: LGBTQ Employment</li> <li>• Supreme Court Lets DACA Stand</li> </ul> <p><b>POLICY WORKSHEET DUE by 11:59pm on 10/26</b></p> <p><b>NO DISCUSSION</b></p>



<b>Date/Time</b>	<b>Agenda</b>	<b>Asynchronous Content, Required Readings, &amp; Assignments</b>
<p>Week 10 11/3</p> <p><b>No Live Session 11/3: ELECTION DAY</b></p>	<p>The Vanishing Welfare State and Privatization</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Edin &amp; Shaefer, Ch 1</li> <li>• ALICE (pgs 1-2, 14-15)</li> <li>• Reisch (pgs 81-96)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• A Brief History of Public Assistance</li> <li>• Welfare Reform: the Creation of TANF</li> <li>• Vanishing social safety net</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Anti-poverty organizing</li> <li>• A welfare check</li> </ul> <p><b>Discussion due by 11:59pm 11/2</b></p>
<p>Week 11 11/10</p> <p><b>Live session: 11/10: 9-11am</b></p>	<p>Poverty and Inequality: Economic Inequality &amp; the Wealth Gap</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Edin &amp; Shaefer, Ch 4</li> <li>• Seefeldt, Ch 5</li> <li>• Desmond</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Understanding poverty</li> <li>• Anti-poverty</li> <li>• Income inequality</li> </ul> <p><b>Discussion due by 11:59pm 11/9</b></p>
<p>Week 12 11/17</p>	<p>Complex Welfare State: Health Policy as Case Study</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Michener</li> <li>• Kaiser Family Foundation</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Frameworks</li> <li>• Mental health policy</li> </ul>

Date/Time	Agenda	Asynchronous Content, Required Readings, & Assignments
<p><b>Live session: 11/17: 9-11am</b></p>		<ul style="list-style-type: none"> <li>• Policy reform in action</li> <li>• Current debates</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Prison System Makes Mental Illness Worse and How to Fix It</li> </ul> <p><b>Discussion due by 11:59pm 11/16</b></p>
<p><b>11/24 NO CLASS THANKSGIVING</b></p>		
<p>Week 13 12/1</p> <p><b>Live session: 12/1: 9-11am</b></p>	<p>Topical Issues: Policing and Housing</p> <p>AND</p> <p>FINAL EXAM REVIEW (And distribution)</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Desmond</li> <li>• Tracking police shooting</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Re-imagining Community Engagement</li> <li>• Problem-oriented</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• How U.S. Cities are Tackling Affordable Housing Crisis</li> </ul> <p><b>Discussion due by 11:59pm 11/30</b></p>
<p>Week 14 12/8</p> <p><b>NO LIVE SESSION, WORK ON EXAM</b></p>	<p>FINAL EXAM</p>	<p><b>FINAL EXAM DUE BY 12/11 AT 11:59PM</b></p>

**d. Assignments**

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Discussion posts	11:59pm the day before class (each Monday night)  On Canvas	40%  Each post worth 4 points, can skip or drop 1 post. 11 discussions, 40 points total.
Policy worksheet	11:59pm 10/26  Upload to Canvas	30%
Final exam	11:59pm 12/11  Upload to Canvas	30%

**e. Attendance and class participation**

This is an unusual semester due to the COVID-19 global pandemic. I understand that some of you may not be able to meet synchronously with the class, and that is acceptable. Circumstances such as child care, family care, illness, living in a vastly different time zone, and mental health concerns are all acceptable reasons to be unable to attend synchronously. If you will be unable to attend synchronously the entire semester, please email me as soon as possible so that we can come up with a creative plan to include you in the class to the fullest extent possible. If you are able to make the majority of classes but have to miss a few synchronous sessions, you do not need to email me.

All synchronous sessions will be recorded and posted to Canvas. If you are unable to attend synchronously, it is expected that you will view the recorded session later.

**f. Grading**

Please see the following SSW Policies related to grading:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

In this unusual semester, it is understandable that some assignments will be late. Please email me if you have a concern about turning in an assignment on time. Assignments must be uploaded into the Canvas Dropbox.

Grades are assigned as follows:

<b>A+ = 97-100%</b>	<b>B+ = 87-89%</b>	<b>C+ = 77-79%</b>	<b>D+ = 67-69%</b>
<b>A = 93-96%</b>	<b>B = 83-86%</b>	<b>C = 73-76%</b>	<b>D = 60-66%</b>
<b>A- = 90-92%</b>	<b>B- = 80-82%</b>	<b>C- = 70-72%</b>	<b>F = 0-59%</b>

### ***g. Class Recording and Course Materials***

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

### ***h. COVID-19 Statement***

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and

Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

***i. Health-Related Class Absences***

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

---

### **3. 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*