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
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
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.

Relationship to SW 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.

f. 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.
2. Class Requirements

a. Readings and Class Materials

Most of the readings for this course will be on the course Canvas site (SW 530 004 F20) in the Modules section of Canvas, additional optional readings will be by each class session in the Files section of Canvas. If powerpoints are used during the class, the slides will be filed with the relevant course session.

Required Reading:


Recommended Books (Chapters related to class will be posted on CANVAS)


**Important notes about assigned readings and media**

With the exception of the first week, students are required to complete the readings prior to each week's class. At the end of every class I will either discuss with you what readings out of the “assigned” readings I want you to focus on or if there is a topic that has been brought up in class that will be relevant for the next week, I will let you know as soon as possible.

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.

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 as well as participate in classroom discussions.

**Supplementary Media**

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.

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 NewsHour 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

This schedule is preliminary; any changes will be announced in class and on CANVAS.

**September 1 (Session 1): Introduction and Overview; Review of Syllabus**
Course overview, assignments, grading, expectations etc. Why should social workers care about social welfare policy and history? Definitions of poverty, inequality, and other related terms.

**September 8 (Session 2): Introduction to Social Welfare**
What is social justice? What is social welfare? Definitions of social policy and theories of social justice. What does our constitution say about rights and justice and for whom?

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:
- United States Constitution
- Amendments to the Constitution

**September 15 (Session 3): Inequality for All_Land and Legacy**
Poverty and Inequality. Land and Legacy: US History.

Refer to Modules on CANVAS for assigned readings and videos
Optional Readings:


September 22 (Session 4): “The Budget” Intro for Social Workers


Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Testimony of John B. Taylor to the House Committee on Financial Services
- Testimony of Jared Bernstein to the House Committee on Financial Services
September 29 (Session 5): Historical Influences Part 1

Social Welfare in Historical Context – From the Poorhouse to Progressive Eras

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

October 6 (Session 6): Historical Influences Part II

Historical Context: The New Deal, Civil Rights, and the Great Society

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

October 13 (Session 7): Employment, Public Assistance, and Job Training

Work, Welfare, and Family: Current Policy Dilemmas

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:


October 20 (Session 8): Addressing Human Needs: Food and Nutrition. Housing and Community Development

Meeting Basic Needs through Policy and Practice. Food and Nutrition, Homelessness and Housing Policy.

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/
- Gallagher, J. (2010). Detroit Today (Ch. 2) and Potential and Problems in Urban Agriculture (Ch. 3). In: Reimaging Detroit: Opportunities for Redefining an American City.
October 27 (Session 9): Addressing Human Needs: Physical and Behavioral Health
Health and Mental Health Services and Policy

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:

- Kaiser Family Foundation, Summary of Affordable Care Act

November 3 (Session 10): NO CLASS. ELECTION DAY!
Vote! Participate! Make change!
November 10 (Session 11): Medicaid and Medicare
Social Policy for Older Americans. Medicaid and Medicare.

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:
- Wacker, R.R., & Roberto, K.A. (2014). On the Threshold of a New Era (Ch.1) and Legislative Foundations for Programs, Services, and Benefits Supporting Older Adults (Ch.2). In: *Community Resources for Older Adults*.

November 17 (Session 12): The Next Generation
Policies and Services for Children

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:
● 2020 National Kids Count Data Book from Annie E. Casey Foundation

December 1 (Session 13): Get up! Stand up! Inequality, Opportunity and Civil Rights
Ongoing social justice challenges

Refer to Modules on CANVAS for assigned readings and videos


December 8 (Session 14): All Social Work is Political: Ongoing Social Justice Challenges
Immigration Policy, Human Trafficking & LGBTQIA+ Rights

Refer to Modules on CANVAS for assigned readings and videos

Optional Readings:


c. **Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Historical Eras Write-up</td>
<td>10</td>
<td>10/13/20</td>
</tr>
<tr>
<td>Policy Worksheet</td>
<td>25</td>
<td>11/10/20</td>
</tr>
<tr>
<td>Letter Writing</td>
<td>15</td>
<td>12/1/20</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>25</td>
<td>12/1/20*</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>12/15/20</td>
</tr>
</tbody>
</table>

Your grade will be based on several assignments as well as a final exam (provided by December 1st). Additional Assignment instructions referring to the policy worksheet, letter writing assignment and final exam will be posted on Canvas.

**Due dates:** Assignments are to be submitted on CANVAS by 11:59pm on the assigned due date. After the due date, 1 point will be deducted per day each day late from your grade on the assignment, with a maximum of 5 points deducted for a late submission.

**Historical Eras (in class presentations):**
September 29th groups 1 and 2 will present
October 6th groups 3 and 4 will present

After your group presents, please write a brief one page summary regarding your particular section that you presented on in class and what you learned that was helpful to broaden your understanding of social welfare policy. Summaries need to be submitted by 11:59pm on 10/13/20.

**Discussion Posts:**
The final due date of 12/1/2020* reflects when the last discussion post is due. However, almost each week you will be expected to post your response to a question related to the book Dark Money by Monday at 11:59pm before the next day’s class. Please refer to the Modules listed on Canvas.
d. Attendance and Class Participation

Attendance: Attendance is necessary for participation to occur but attendance alone is not enough—you have to actively engage—ask and answer questions, make comments. If you are to miss more than 1 class during the semester, you will need to speak with me, as an additional writing assignment will be required of you.

Typically each week we’ll have some combination of lecture, small group discussion and full class discussion. Lecture outline will be posted on CANVAS before the night of the lecture. Each week there will be assigned readings. As we progress through the semester, I will begin to highlight readings based on our class discussions. Each week, in discussion you will be asked about the core concepts and relevant implications of these concepts. Core concepts should link from one week to the next in the sense that you should be asking yourself (and me) how the current week’s content relates to what we already learned. The goal of the discussions is to create an active learning context in which each week’s content is actively linked to prior content so that by the end of the semester, students will have a linked memory structure, facilitating later recall and use of the material in class and in the field.

**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.

Please refer to the MSW Student Guide for policies related to attendance and class participation found here: https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance

e. Grading

The Grading Scale is:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>94% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 86%</td>
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<tr>
<td>B</td>
<td>85% - 83%</td>
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<tr>
<td>B-</td>
<td>82% - 80%</td>
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<tr>
<td>C+</td>
<td>79% - 76%</td>
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<tr>
<td>C</td>
<td>75% - 73%</td>
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<tr>
<td>C-</td>
<td>72% - 70%</td>
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</table>
A+ is reserved for exceptional work.
Please refer to the MSW Student Guide for additional questions on grading and grading for special circumstances:
https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-instruction.
https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances.

f. Additional School and University policies, information and resources are available here:
https://ssw.umich.edu/standard-policies-information-resources. They include:

Safety & Emergency Preparedness:
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
734-936-0961

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

Mental Health and Well-being:
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult
Teaching Evaluations:
In general, teaching evaluations can help faculty improve their classroom performance and provide important information for decisions about re-appointment, promotion, tenure, salary, and awards. All of the schools and colleges have teaching evaluation tools to meet these objectives. Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of Names and Pronouns:
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

Accommodations for Students with Disabilities:
If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall
505 South State St.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu
Religious/Spiritual Observances:
Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

Military Deployment:
Please refer to the following University website, if you are to be deployed at any point during the semester: http://vets.umich.edu/life-at-michigan/military-deployment/

Writing Skills and Expectations:
Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
SSW Writing Assistance
Career Services (Room 1696)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLiLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.
Academic Integrity and Plagiarism:
Please consult the Student Guide http://www.ssw.umich.edu/studentGuide/ [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports, assessments or assignments. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. If you are in doubt, cite! Plagiarism can be grounds for expulsion from the School. A useful web resource on academic integrity can be found at: http://www.lib.umich.edu/acadintegrity/

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.

Recording Class
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 in advance that a recording will occur and be provided with an option to opt-out. 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.