Course Title: Essentials of Social Welfare Policy
Course #/Term: SW 508 (Sections 005 and 010), Fall 2021
Time and Place: Monday 2:00-5:00pm (Section 010); Tuesday 9:00am-12:00pm (Section 002)
Credit Hours: 3
Prerequisites: None
Instructor: Shawna J. Lee, Ph.D., MSW, MPP, MS
Pronouns: she, her, hers
Contact Information: shawnal@umich.edu (expect response within 48 hours)
Voicemail (734) 763-6565
Office Hours: By Appointment (zoom or in-person)

Injustice anywhere is a threat to justice everywhere.
We are caught in an inescapable network of mutuality, tied in a single garment of destiny.
Whatever affects one directly, affects all indirectly.

- Martin Luther King

Course description

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income support, health care, mental health, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relation to diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

Course objectives and competencies

- Understand historical context and its current applications within the profession and practice (Essential 6, EPAS 7)
- Recognize power dynamics; ensure voices are included (Essential 14; EPAS 6)
- Understanding the current legislative processes (Essential 28; EPAS 2)
- Assess strategies to advocate for social, economic and environmental justice and change, while protecting human rights (Essential 29; EPAS 2, 3)
- Recognize the extent to which structures, policies and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 30; EPAS 1, 2, 5)
- Analyse policies that advance human rights and social, economic and/or environmental justice (Essential 34; EPAS 5)
● Understand the history of social work practice and social welfare delivery systems and current applications within the profession (including inherent ambiguity) (Essential 39; EPAS 1, 5)
● Understand major social welfare policy domains (e.g., health, immigration, income support) (Essential 39; EPAS 1,5)
● Understand frameworks of ethical decision making and how to apply critical thinking to those frameworks in the social welfare policy arena (Essential 44; EPAS 1, 5)

Course design

The course will utilize a combination of lectures, discussion, and in-class exercises. 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.

Intensive focus on PODS

This course integrates Privilege, Oppression, Social Justice, and Diversity (P.O.D.S.) 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 P.O.D.S. learning.

Additional Resources

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

Writing Assistance. Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the U-M SSW Career Services office. Students may schedule a virtual appointment and supply a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call 734-647-6081 to leave a message. You can find helpful resources on writing linked from ssw.umich.edu/writing-help

In addition, the Sweetland Writing Center offers graduate students up to seven sessions per semester. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them online and schedule a virtual appointment at http://www.lsa.umich.edu/sweetland/
And the **English Language Institute** focuses on serving international students: [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)

**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 as soon as possible so that I can use your correct name and pronouns.

**CLASS REQUIREMENTS FALL 2021**

**Course Modules.** This class is organized by weekly instructional modules. In overview:

- Each module consists of three activities (and four components):
  - **Read** – weekly reading assignments
  - **Watch (or listen)** – recorded lecture or podcast materials
  - **Activity Worksheet** – worksheets or activities. Many of these should be completed prior to each class. We will use them for class discussion. They will be listed with the module, so follow the requirements for each module.
  - **Supplemental (Extra) Material.** The extra material found in the supplemental folder might be reading, podcasts, YouTube videos, websites, etc. This is not required. The material will offer further information on the primary topic.

- Work (reading, watching and worksheet assignments) is to be completed before our class.

- Links to all materials are found on Canvas

**Non-Module Course Materials.**

- **News Media**
  - The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. Be careful to distinguish between news reports and editorial commentary or opinion pieces. Recommended media sources include:
      All of these newspapers are available free to students if you log onto the university library website. Note my final exam questions will be drawn primarily from articles from these publications.
    - Other sources. The PBS *NewsHour*, *National Public Radio*, *MSNBC*, *CNN*, *ABC Nightline*, *BBC*, *Al Jazeera*, etc. The *NewsHour* is online at [www.Pbs.org/newshour/](http://www.Pbs.org/newshour/) and has extensive links to additional material. *National Public Radio* is also readily available online. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online.
    - Local News (Detroit Free Press; Michigan, Ann Arbor) [Mlive.com](http://www.mlive.com/#/0)

- **Recommended (but not required) Textbooks.** These are excellent sources for an overview of material.
Important notes about assigned readings and media

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.

### GRADED ASSIGNMENTS

<table>
<thead>
<tr>
<th>% of Final Grade</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>10%</td>
<td>Attendance and participation in class</td>
</tr>
<tr>
<td>20%</td>
<td>Activity worksheets/ in-class worksheets</td>
</tr>
<tr>
<td>20%</td>
<td>Policy worksheet</td>
</tr>
<tr>
<td>50%</td>
<td>Take-home final exam</td>
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</table>

1) **Class attendance and participation.** Student attendance is required in-person at every class session, and attendance will be taken based on sign-in sheets. It is the student’s responsibility to sign in each week. More than 2 (two) absences – including leaving early/arriving late to class – may negatively impact your final grade. This includes a decrease in letter grade (e.g., if you were to receive a final grade of an “A” based on your course work, more than one absence will result in a “A-“ for your final grade). Failure to attend class regularly, e.g., missing more than 2 class sessions, could result in failing the course. Students are responsible for securing lecture notes and handouts when they are absent. **Please note: the instructor recognizes the need for flexibility with attendance due to the COVID-19 pandemic. Please follow the university policy related to COVID-19 exposure. If you are ill or have had a COVID-19 exposure, please contact the instructor to discuss attendance policy and alternative assignments.**

2) **Activity Worksheets.** Periodically there will be brief written assignments due before class. Some of these assignments will be done in-class activities or are optional. They are designed as **worksheets** which apply the content knowledge covered in the readings. **Points** will be awarded to you as an individual for uploading a thoughtful and fully completed worksheet to Canvas prior to the start of class (Monday by 2pm or Tuesday by 9am, depending on your class section). Points will be deducted for late or incomplete assignments. These worksheets will be the basis for discussion during breakout sessions during class.

3) **Policy Worksheet.** You will find the policy worksheet instructions distributed four weeks before its due date. The Policy Worksheet activity will take more time to complete than the Activity Worksheets so start early. This will be graded by the instructor.

4) **Final Take-home Exam-** The final "take-home" exam is in essay question format. Questions will be inspired by current news. The exam is NOT a current events test but rather will involve placing current
events in political and/or historical context in light of material covered, (and emphasized), in class and/or in reading assignments. Questions are much like the Activity Worksheets. The exam will be comprehensive. Samples of old final exams are available on the Canvas site. However, in reviewing old exams remember that the content of this course is dictated, to some extent, by current public discussions on social policy issues. Don’t be concerned if you see issues in old exams that we have not covered this semester.

The criteria for each grade are as follows:

A range Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which these skills are demonstrated.

B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B Mastery of subject content at level of expected competency – meets course expectations.

B- Less than adequate competency but demonstrates student learning and potential for mastery of subject content.

C or C- Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

F Student has failed to demonstrate minimal understanding of subject content.

Notes on Grading:

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

2. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

Course Environments. I hope that all students will work with me to create, and foster, a learning environment that promotes professional socialization, respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from, and may still reflect, biases and negative beliefs about certain populations. 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.
Updated 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.
Lee 2021 Course Overview in Brief
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic, in brief</th>
<th>Activities, in brief</th>
<th>Date</th>
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</thead>
</table>
| One    | Introductions to Each Other and Social Welfare Policy! | **Read:**  
• SW 530 Course Syllabus (for reference)  
**Watch:**  
• None this week  
**Activity Worksheet**  
• #1 Dividing the Pie “Allocation” Worksheet (in class activity) | N/A |
|        | Please note –  
Due to Labor Day holiday there is no class on Sept 6  
Due to Rosh Hashanah holiday, we will not have class on Sept 7 | | |
| Two    | Land, Legacies, & Policy:  
Foundational Roots of Structural Discrimination | **Read:**  
• Staller, Historic Arc Introduction  
• Staller, Land Acknowledgment and Legacies  
**Watch:**  
• Seefeldt, What shapes U.S. social welfare policy: Beliefs, myths, & Values  
• Seefeldt, What shapes U.S. social welfare policy: Ways we provide assistance  
**Activity Worksheet**  
• See Module in Canvas for assigned activities (if any) for this week  
**Supplement (Extra)**  
• Elliott & Hughes 1619 Project  
• Hamad (2020) A white damsel in distress NYT  
• The “Indian Problem”  
• Unspoken American Native Boarding Schools  
• Podcast, Decolonization, Explained for Social Workers | Completed before class on September 13/ September 14 |
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<tr>
<td><strong>Read:</strong></td>
<td><strong>Supplement (Extra)</strong></td>
</tr>
<tr>
<td>• Staller, <em>U.S. Government &amp; Policy Making</em></td>
<td>• Executive Order 13933 (Trump) Criminal Violence</td>
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<tr>
<td><strong>Watch:</strong></td>
<td>• 1619 Podcast (Ch One)</td>
</tr>
<tr>
<td>• Weaver, <em>What is social welfare policy and why do social workers care</em></td>
<td>• Hodge, <em>Understanding U.S. Government</em> (3 min)</td>
</tr>
<tr>
<td>• Seefeldt, <em>Frameworks for thinking about Social Welfare Policy</em></td>
<td>• &quot;We the People&quot; (On Netflix. This NOT available on Canvas)</td>
</tr>
<tr>
<td><strong>Activity Worksheet</strong></td>
<td><strong>Completed before class on September 20/21</strong></td>
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<td>• See Module in Canvas for assigned activities (if any) for this week</td>
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<thead>
<tr>
<th>Four</th>
<th>U.S. Constitution as Supreme Law and Historical Record for Social Workers</th>
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<tbody>
<tr>
<td><strong>Read:</strong></td>
<td><strong>Supplement (Extra)</strong></td>
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<tr>
<td>• Staller, <em>Founding Documents</em></td>
<td>• CBS News (2019). Thomas Jefferson Descendants Together</td>
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<tr>
<td>• <em>U.S. Constitution</em></td>
<td>Race: The power of illusion Episode 2</td>
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<tr>
<td>• Douglass, Fredrick (1852) <em>What to the Slave is the Fourth of July?</em> <em>(Or watch, Link below)</em></td>
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<tr>
<td><strong>Watch:</strong></td>
<td><strong>Completed before class on September 27/28</strong></td>
</tr>
<tr>
<td>• Seefeldt, <em>Introduction to U.S. Constitution</em></td>
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<tr>
<td>• Douglass, Fredrick <em>What to the Slave read by his descendants</em> <em>(Or read, above)</em></td>
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<tr>
<td><strong>Activity Worksheet</strong></td>
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<tr>
<td>• See Module in Canvas for assigned activities (if any) for this week</td>
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</tbody>
</table>

**Completed before class on September 20/21**
### Five
**Government Budgets and Taxes for Social Workers**

**Read:**
- Staller, "Federal and state budget basics for social workers"

**Watch:**
- Seefeldt, *Budget Lecture* (8 min)
- Seefeldt: *Tax Policy*

**Activity Worksheet**
- See Module in Canvas for assigned activities (if any) for this week
- Policy Worksheet first available (begin work) Graded.

**Supplement (Extra)**
- Staller, K.M. *Fiscal Policy Macro Encyclopedia of Social Work*

**Completed before class on Oct 4 / Oct 5**

### Six
**Origins of Social Work Practice and Services & Enduring Tensions**

**Read:**
- Carlton-LaNey, *African American Social Welfare History*
- Horn, *Damnation Island Prologue*

**Watch:**
- *Heart of Basset Place; and*
- *Women of Hull House*

**Activity Worksheet**
- See Module in Canvas for assigned activities (if any) for this week
- Policy Worksheet (continue working)

**Library Resources (for the Policy Worksheet)**

**Supplement (Extra)**
- Staller, *Children’s Aid Society’s Neighborhood-Based Programs, 1890.*
- Park, *Facilitating Injustice...Japanese Internment Camps* Carlton-LaNey, *African American social work pioneers*
- Staller, *Fireside Chat on New York’s Newsboys*

**Completed before class on Oct 11 / Oct 12**

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**FALL BREAK**
**OCTOBER 18 AND 19**
<table>
<thead>
<tr>
<th>Seven</th>
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<tr>
<td><strong>Creation of the U.S. Welfare State and Structural Exclusion</strong></td>
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**Read:**
- Staller, *Creation of Welfare State & Social Security Net*

**Watch:**
- Documentary: Harry Hopkins At FDR's Side (first 45 minutes)

**Activity Worksheet**
- See Module in Canvas for assigned activities (if any) for this week
- Policy Worksheet (continue working)

**Supplement (Extra)**
- Betten & Mohl, *From Discrimination to Repatriation*
- Barrow, *Advocacy for African Americans*
- Longmore & Goldberger, *League of Physically Handicapped*
- Interview with activist, actor and public intellectual (Peter Coyote)

**Completed before class on Oct 25/ Oct 26**
# Eight

**Equality, Opportunity, and Civil Rights: Activism to Policy**

### Read:
- Staller, *Equality, Opportunity & Civil Rights*
- Lateef, & Androff, ‘Children Can't Learn on an Empty Stomach’: The Black Panther Party’s Free Breakfast Program.
- *How the Black Panther Breakfast Program Inspired and Threatened Government*

### Watch:
- **Documentary Choose 1**
  - *Given a Chance: (War on Poverty, Voting & Civil Rights Act)* OR
  - PBS Latino Americans, Ep. 5: *Prejudice and Pride* (Migrant Farmer Rights to VRA) OR
  - *Crip Camp* (on Netflix; Disability Rights to ADA) OR
  - *After Stonewall* (early Gay Rights Movement)
- **And watch**
  - John Lewis’s Last Words read by Morgan Freeman
  - NPR, *John Lewis Fought For Voting Rights His Entire Life. Why His Work Is Still Unfinished*

### Activity Worksheet
- See Module in Canvas for assigned activities (if any) for this week
- Policy Worksheet (continue working)

### Supplement (Extra)
- Cooper, *Native Activism 1960s to present*
- NPR podcast: *It’s been a minute: Not another protest*
- Podcast: *White Supremacy in Social Work*
- Links to speeches from reading

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**Completed before class on Nov 1/ Nov 2**
<table>
<thead>
<tr>
<th>Nine</th>
<th>Judicial Advocacy, Social Movements &amp; Patchwork Rights</th>
</tr>
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<tbody>
<tr>
<td><strong>Read:</strong></td>
<td>Staller, <em>The Judicial Branch and Using the Courts for Social Justice Advocacy</em></td>
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</tbody>
</table>
| **Watch (or Listen):** | *What will happen to Roe v. Wade?*  
Dobbs v. Jackson Women’s Health  
NPR Podcast LGBTQ Employment Discrimination is Illegal |
| **Activity Worksheet** | See Module in Canvas for assigned activities (if any) for this week  
Policy Worksheet Due |
| **Supplement (Extra)** | NASW Amicus Brief in *Bostock v. Georgia*  
Civics 101: A podcast starter kit: *The Judicial Branch* |

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<thead>
<tr>
<th>Completed before class on Nov 8/ Nov 9</th>
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<tbody>
<tr>
<td>POLICY WORKSHEET DUE</td>
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<tr>
<th>Ten</th>
<th>The Vanishing Welfare State and Privatization</th>
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</table>
| **Read:** | Edin & Shaefer (2015) *Welfare is Dead.*  
Alice in Michigan: A financial hardship study  
Stern, *Social Policy History 1950-1980* |
| **Watch (and Listen):** | The patchwork of public assistance (Professor McGuire-Jack)  
Interview with frontline social service workers (Professor Jackson)  
Podcast: *A welfare check*  
Podcast: *Anti-poverty organizing* |
| **Activity Worksheet** | See Module in Canvas for assigned activities (if any) for this week |

| Completed before class on Nov 15/ Nov 16 |
### Eleven
**Poverty and Inequality: Economic Inequality & the Wealth/Race Gap**

**Read:**
- Edin & Shaefer, *By Any Means Necessary*
- Desmond, *Americans want to believe jobs are the solution to poverty. They're not.*

**Watch:**
- Seefeldt *Understanding Poverty, Income Inequality and Policy* (15)
- Seefeldt *Anti-poverty and income redistribution* (15 min)
- Seefeldt *Income inequality* (5 min)
- Explained: *The Racial Wealth Gap*

**Activity Worksheet**
- See Module in Canvas for assigned activities (if any) for this week

**Supplement (Extra)**
*Inequality for All* (a documentary)

**Completed before class on Nov 22/ Nov 23**

### Twelve
**Complex Welfare State:**
**Health Policy as Case Study**

**Read:**
- Michener *Federalism, Health Care and Inequality*
- Kurzweil, *Justice in what love looks like*

**Watch:**
- Weaver, *Health & Mental Health*
  - *Policy Frameworks* (5 min)
  - *Health & Mental Health* (8 min)
  - *Current Debates* (4 min)
  - *Reform in Action* (15 min)

**Activity Worksheet**
- See Module in Canvas for assigned activities (if any) for this week

**Completed before class on Nov 29/ Nov 30**
<table>
<thead>
<tr>
<th>Thirteen</th>
<th>Read (Choices)</th>
<th>Completed before class on Dec 6/ Dec 7</th>
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</table>
• Seefeldt (Ch 6) *Abandon Families*  
• *Tracking Police Shooting*. Washington Post.  
• Courtney *Child Welfare and Policy Framework* | |
| Watch (Selection, Choice) | | |
| | • Social Work and Policing  
  o Policing Project (2019) Re-imaging Community Engagement: A social work approach  
  o Derrick Jackson  
  o Reuben Miller: *Halfway Home: Race, Punishment & Afterlife of Mass Incarceration* | |
| | • Housing  
  o Zac Fosler- Affordable Housing | |
| | • Covid Responses  
  o Alize Payne – Washtenaw Response | |
| Activity Worksheet | • See Module in Canvas for assigned activities (if any) for this week | |
| **FINAL EXAMINATION WILL BE DISTRIBUTED IN CLASS ON FINAL CLASS SESSION** | Due: Friday Dec 17 at 5:00 pm | |

**MODULE ABSTRACTS**

**MODULE ONE : Introductions: Social Welfare Policies and Services**

*Abstract:* Introductions: Course overview, assignments, grading and expectations. Narrative arc  

**MODULE TWO : Land, Legacies & Policy:**

*Foundational Roots of Structural Discrimination*

*Abstract:* This class will examine the sources of structural and institutional discrimination embedded in the foundational policy development of the United States. It will focus on the policy instruments, practices and values used to privilege European settlers at the expense of others. These foundational assumptions and institutional structures have left a lasting legacy that reproduces the bedrock assumptions and privileges. It is critical for social workers to understand how this structural racism operates.

**MODULE THREE : U.S. Government Structure and**
Policy Making for Social Workers

Abstract: We will consider government structure (federal, state, local), hierarchal nature of policy (statutes, regulations, rules, etc); and different types of policy (Constitutional, judicial, legislative, executive). We will begin to grapple with the intersectional nature of complex policy problems.

MODULE FOUR: U.S. Constitution as Supreme Law
& Historical Record for Social Workers

Abstract: To some extent the U.S. Constitution provides the ultimate structure from which all U.S. policies and government institutions are organized. We will look at the U.S. Constitution as an historical document and a living policy instrument. What does the “historic” Constitution say about inclusion and exclusion? Examining the roots of structural racism, indigenous exclusion, and oppression. How does the “living” Constitution relate to social welfare policy? How was political power structured? Pay attention to federalism, the enumerated powers clauses and reserve powers amendment, the general welfare clause, voting rights amendments, and the roots (and legacy) of structural racism.

MODULE FIVE: Government Budgets and Taxes for Social Workers

Abstract: Yes! “Someone” should do something about it! But who is that “someone” and who should pay for it? What do federal, state, and local budgets say about who pays for what? How do budgets reflect funding priorities and policies? Pay attention to why budgets are considered social welfare policy instruments. Attend to the vocabulary: revenue, expenditures, sources, uses, debt, deficit, surplus, and redistribution. Note the role of the tax code as a social welfare policy instrument and its relationship to redistribution of wealth and income inequality. Pay attention to the Earned Income Tax Credit (EITC).

MODULE SIX: Origin of Social Work Practice and Services
& Enduring Tensions

Abstract: Where did our attitudes about helping others come from? Are they stable or dynamic over time? Who bears the responsibility for what kind of help? What are the similarities and differences? Family, neighbors, communities, religious institutions, employers, city governments, state or federal governments? We will compare the Elizabethan Poor Law of 1601, and Law of Settlement with the structure of the Social Security Act (1935), Indian Removal Act of 1830, Mexican deportation (1930s), and current U.S. border policy. Pay particular attention to the relationships among poverty, inequality, labor/employment, and social values. Note the migration of public social responsibility from parish, to community to the state level of government but the constitutional-based arguments against federal social welfare responsibility. Also attend to structural racism and discrimination embedded in federalism debates.

We will examine Antebellum and Progressive era reforms: This unit looks at the earliest roots of social work as “scientific charity” and “applied philanthropy” and its move from “doing good” to professional social work. What was the role of religion in these early developments? Associated with this transition, we will look at two different service models for “helping”: the Charitable Organization Societies (COS) and the Settlement House Movement.

MODULE SEVEN: Creation of the U.S. Welfare State &
Structural Exclusion
Abstract: What conditions in the 1930s gave rise to the creation of the Welfare State. Poor relief and work relief. The Social Security Act of 1935 as the backbone of our philosophic relationship between “poverty [means-tested] programs” and “social insurance” for the “working class.” What is the legacy of this structural arrangement? What explains the radical departure from what came before? Pay attention to the radical new role of the federal government in social welfare policy (“federalism”). How does the structure continue to offer the contextual battleground for today’s policy debates? Remember to compare this structural arrangement to the Elizabethan Poor law. What happens when the economy goes bad and welfare needs are widespread?

MODULE EIGHT: Equality, Opportunity, and Civil Rights:
Activism to Policy

Abstract: The relative affluence of post-WWII America in the 1950s was challenged in the 1960s with the discovery of poverty and civil rights activism in the black, brown and LGBT communities, launching a number of social justice movements. In this unit we look at the discovery of poverty in a land of plenty and the dramatic expansion of the welfare state in response. The “Other America” included special populations of poor (urban, rural, working poor, children, women, persons of color, elderly), leading to President Johnson’s declaration of a War on Poverty and promoting the promise of a Great Society, rebuilding the United States and promoting community.

MODULE NINE: Judicial Advocacy, Social Movements & Patchwork Rights

Abstract: Yet another social welfare policy battleground can be found in the court systems in addition to legislative and state constitutional initiatives. Here we look at strategies for reform and advocacy in various policy domains. For example, from sodomy crimes to marriage equality and transgender rights. From “affirmative action” to other forms of inclusion. From right to choose and right to life battles over Constitutional guarantees, and legislative restriction. We will look at the ‘moving forward’ and ‘pushing back’ that occurs during social justice movements. The complicated landscape of conflicting policy forums (judicial, statutory, constitutional and practical) in social welfare movements: one-step forward, two-steps back; doing and undoing.

MODULE TEN: The Vanishing Welfare State and Privatization

Abstract: Why did the federal government begin to cut back and alter social welfare policies in the 1980s and beyond? Why was there a “devolution” of federal efforts and return social welfare measures to state control (or what Reagan called “new federalism”)? Why did we experiment with shifting responsibility from public entities to “faith-based” and “charitable” institutions? What about changes in the “tax code”? What is the legacy of retracting welfare programs while shifting tax code policy to favor the wealthy? This section looks at the retraction of the welfare state and retrenchment of social welfare programs for the poor including TANF, SNAP and Head Start among others. Has the welfare state disappeared?

MODULE ELEVEN: Poverty and Inequality: Economic Inequality & the Wealth Gap
Abstract: We have studied LBJ’s War on Poverty, Reagan/Clinton’s (policy devolution, tax reform, welfare reform). What is the legacy of these policies initiatives on income inequality? How do we measure poverty and inequality? Why the rich have gotten richer and the poor gotten poorer? Has the middle class disappeared? What about the race wealth gap? What are the consequences for social welfare policy? How might this be related to the history of the welfare state and its retraction? What are the implications for today?

MODULE TWELVE: Complex Welfare State:
Health Policy as Case Study

Abstract: Pulling together all of the threads of the semester we will look at the Affordable Care Act, Republican efforts to "Repeal and Replace" it and current GOP introduction of "work requirements." In many ways, the ACA reflects the culmination of all of our policy discussions including: public vs private responsibility, federalism and states rights, the bifurcated social welfare system including public assistance and social insurance etc, Democratic and Republican philosophies on the role of government in social welfare and work, the role of all political domains of policy enactment (legislative, executive, judicial at the federal and state level). Also take note of the “southern” divide or what I have called "northern privilege" during the course. We will look at the historical context leading up to the ACA enactment, its initial structural design (including the combination of public and private markets, the mixture of state and federal involvement, the use of Medicaid expansion, SCHIP, and Medicare. We will also look at its implementation, the legal challenges which have ensued since its enactment (involving federal and state courts) and its current status including introduction of work requirements in a number of states. What are the presidential candidates saying about health policy? What will be the fate of the ACA in the hands of the U.S. Supreme Court this term?

MODULE THIRTEEN: Topical Issues: Policing and Housing

Abstract: You will be able to choose from among several current policy debates and concerns for deeper exploration. We will do a ‘course review” immediately before final exam is distributed. Students are encouraged to ask any question about course material that they desire through the Do and Post assignment. The final exam will be distributed immediately following class.

MODULE FOURTEEN: FINAL EXAM REVIEW & DISTRIBUTION

Fina Exam Due on Friday December 17th by 5:00pm.

Have a great break!!