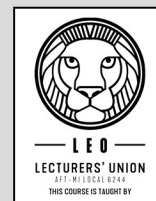




**Course title:** Essentials of Social Welfare Policy  
**Course #/term:** SW 508, Section 001, Winter 2022  
**Time/Place:** Wednesdays, 6-9pm / SSW 1804  
**Credit hours:** 3  
**Prerequisites:** None  
**Instructor:** Dana S. Levin, PhD, LMSW  
**Pronouns:** She/her/hers  
**Contact info:** **Email:** [danalev@umich.edu](mailto:danalev@umich.edu)  
**Office:** 2738  
**Office hours:** By appointment



**Phone:** 734 764 5340 (Office)

### ***Land Acknowledgement***

We acknowledge that the University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

### ***Legacies***

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

# 1. Course Statement

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## **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 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).

## **b. Course objectives and competencies**

1. Understand historical context and its current applications within the profession and practice (Essential 6, EPAS 7)
2. Recognize and address power dynamics; ensure voices are included (Essential 14; EPAS 6)
3. Understanding the current legislative processes (Essential 28; EPAS 2)
4. Understand strategies to advocate for social, economic and environmental justice and change, while protecting human rights (Essential 29; EPAS 2, 3)
5. 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)
6. Apply critical thinking to analyse, formulate and advocate for policies that advance human rights and social, economic and environmental justice (Essential 34; EPAS 5)
7. Engage in policy practice to effect change (Essential 35; EPAS 5)
8. Understand and articulate the history and scope of social work practice and social welfare delivery systems and current applications within the profession (including inherent ambiguity) (Essential 39; EPAS 1, 5)
9. Understand frameworks of ethical decision making and how to apply critical thinking

to those frameworks in practice, research and policy arena (Essential 44; EPAS 1, 5)

### **c. 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.

### **d. Intensive focus on privilege, oppression, diversity, and social justice (PODS)**

This course integrates PODS content 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.

## **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](mailto: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](https://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>

### **Proper Use of Names and Pronouns**

All students will be referred to by the names and pronouns they use. 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.

## **2. Class Requirements**

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### ***a. Text and class materials***

All required readings, videos, listening, 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, via Modules. As current events occur, some things may be updated and added over the course of the term. To fully engage in this course and to become a competent and skilled social work practitioner, it is expected that students will complete all required reading, listening, and watching that is assigned each week. Readings will be discussed each week in class or via online discussion prompts. Our Canvas site will also include supplemental content that is optional.

### **Important notes about assigned readings and media**

1. Students are required to complete the readings prior to each week's class. Any readings filed under a "supplemental" folder in Canvas are completely optional and are for students who wish to learn more about a particular topic.
2. Please always consult the syllabus to make sure you have completed all the readings and viewings; chapters from the book may not be in the Canvas folder.
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.

### Supplementary 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 in all news sources.

Recommended national newspapers include The New York Times ([www.nytimes.com](http://www.nytimes.com)), The Washington Post ([www.washingtonpost.com](http://www.washingtonpost.com)), The Los Angeles Times ([www.latimes.com](http://www.latimes.com)), and The Wall Street Journal ([www.wsj.com](http://www.wsj.com)). The New York Times offers a student discount rate on student subscriptions to hard copy editions, and it's also accessible (with a day delay) through the library. Articles in The Washington Post can be freely accessed, and this paper covers the Congressional issues with great detail. The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. Many national newspapers are available free to students by logging into the university library website.

Recommended local, national, and international news sources include PBS NewsHour, National Public Radio, MSNBC, CNN, BBC, and Al Jazeera. The PBS News Hour is an excellent source of more in-depth discussion of ongoing and emerging policy issues and is available online at [www.pbs.org/newshour](http://www.pbs.org/newshour). All Things Considered and Morning Edition on National Public Radio (NPR) are readily available online and can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7). Local sources of news include the Detroit Free Press (<https://www.freep.com>) and Mlive Michigan ([www.mlive.com](http://www.mlive.com)) Online news magazines such as The Atlantic Monthly, Time, the Economist, U.S. News & World Report, and The New Republic also cover many relevant local, national, and international policy issues.

**Recommended (but not required) Textbooks.** These are excellent sources for an overview of material.

- Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3<sup>rd</sup> Edition Cognella Publishers.
- Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4 (any format). Used copies of Stern abound.
- Schiele, Jerome (Ed.) *Social Welfare Policy: Regulation and Resistance Among People of Color*. Thousand Oaks: Sage.
- DiNitto D. & Johnson, D. (2016). *Social welfare: Politics and Public policy* (8th ed.) Pearson.

**a. Class schedule**

<b>Date/Week</b>	<b>Agenda</b>	<b>Required Readings &amp; Assignments</b> <i>*Discussion posts due 8pm the night before class</i>
<b>Week 1</b> <b>Wednesday 1/5/2022</b>	Lesson 1: Welcome and introduction to the Course!	<b>Read:</b> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul> <b>Watch (together in class):</b> <ul style="list-style-type: none"> <li>• As Explained: The Racial Wealth Gap</li> </ul>
<b>Week 2</b> <b>Wednesday 1/12/22</b>  In-person: 6-8pm <i>Parallel Worktime: 8-9pm</i>	Lesson 2: Land, Legacies, and Policy  Foundational Roots of Structural Discrimination	<b>Read:</b> <ul style="list-style-type: none"> <li>• Staller Ch 1</li> <li>• Social Policy &amp; Social Justice, Ch 1</li> <li>• Common Social Welfare Programs</li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>• Social Policy Crash Course</li> <li>• American Myths</li> </ul> <b>Listen:</b> <ul style="list-style-type: none"> <li>• Decolonization, Explained for Social Work</li> </ul>
<b>Week 3</b> <b>Wednesday 1/19/22</b>  In-person: 6-8pm <i>Parallel Worktime: 8-9pm</i>	U.S. Government Structure and Policy Making for Social Workers	<b>Read:</b> <ul style="list-style-type: none"> <li>• Staller Ch 2</li> </ul> <b>Watch:</b> <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> <b>Listen:</b> <ul style="list-style-type: none"> <li>• Ibram X. Kendi on Ezra Klein</li> </ul> <b>Discussion due by 8pm 1/18</b>
<b>Week 4</b> <b>Wednesday 1/26/22</b>  In-person: 6-8pm <i>Parallel Worktime: 8-9pm</i>	U.S. Constitution as Supreme Law and Historical Record for Social Workers	<b>Read:</b> <ul style="list-style-type: none"> <li>• Staller Ch 3</li> <li>• Douglass</li> <li>• U.S. Constitution</li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>• Constitution Part 1</li> <li>• Constitution Part 2</li> </ul>

		<ul style="list-style-type: none"> <li>• Douglass</li> <li>• Intro to Policy Research</li> </ul> <p><b>Discussion due by 8pm 1/25</b></p>
<p><b>Week 5</b> <b>Wednesday 2/2/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</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 8pm 2/1</b></p>
<p><b>Week 6</b> <b>Wednesday 2/9/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</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 pp. 52-71</li> <li>• Carlton-LaNey</li> <li>• Staller</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• The Heart of Bassett Place</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• White supremacy in Social Work</li> <li>• Transformational Healing and Critical Race Theory in Practice</li> </ul> <p><b>Discussion due by 8pm 2/8</b></p>
<p><b>Week 7</b> <b>Wednesday 2/16/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</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, pp. 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 8pm 2/15</b></p>

<p><b>Week 8</b> <b>Wednesday 2/23/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</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><i>Choose one:</i></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>Listen:</b></p> <ul style="list-style-type: none"> <li>• Civil Rights Organizing</li> </ul> <p><b>Discussion due by 8pm 2/22</b></p>
<p><b>FEBRUARY 26 – MARCH 6</b> <b>SPRING BREAK</b></p>		
<p><b>Week 9</b> <b>Wednesday 3/9/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</p>	<p>Judicial Advocacy, Social Movements &amp; Patchwork Rights</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Staller Ch 6</li> </ul> <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>Discussion due by 8pm 3/8</b></p>



<p><b>Week 10</b> <b>Wednesday 3/16/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</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 (pp. 1-2, 14-15)</li> <li>• Reisch (pp. 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>POLICY WORKSHEET DUE by 11:59pm on 3/15</b></p> <p><b>NO DISCUSSION DUE</b></p>
<p><b>Week 11</b> <b>Wednesday 3/23/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</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 8pm 3/22</b></p>
<p><b>Week 12</b> <b>Wednesday 3/30/22</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</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> <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 8pm 3/29</b></p>

<p><b>Week 13</b> <b>Wednesday 4/6</b></p> <p>In-person: 6-8pm <i>Parallel Worktime:</i> 8-9pm</p>	<p>Topical Issues: Policing and Housing</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 US Cities are Tackling Affordable Housing Crisis</li> <li>• Abolitionist Social Work</li> </ul> <p><b>Discussion due by 8pm 4/5</b></p>
<p><b>Week 14</b> <b>Wednesday 4/13</b></p>	<p>FINAL EXAM REVIEW &amp; DISTRIBUTION</p>	<p><b>FINAL EXAM DUE 4/23 AT 5PM</b></p>

***b. Assignments***

Assignment	Due date	Percent of overall grade
<p>Discussion</p>	<p>8pm the day before class (each Monday night)</p> <p>On Canvas</p>	<p>30%</p> <p>Each post is worth 3 points. There are 10 posts total.</p>
<p>Policy worksheet</p>	<p>11:59pm 3/15/2022</p> <p>Upload to Canvas</p>	<p>30%</p>
<p>Final exam</p>	<p>11:59pm 4/23/2022</p> <p>Upload to Canvas</p>	<p>40%</p>

***c. Attendance and class participation***

There is no formal attendance policy for this course and attendance is not calculated as part of your grade. This is an unusual semester due to continued realities and changes related to the COVID-19 global pandemic. Circumstances such as child care, family

care, illness, and mental health and wellness concerns are all acceptable reasons to be unable to attend class; however, do not feel that you need to disclose reasons for missing class sessions.

It is expected that you will contact the instructor to access and/or discuss the content you missed.

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

**e. 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.

**f. 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.

***g. 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.

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**\*\*\* *Have a great semester!* \*\*\***