

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.



Course Syllabus

Course Title:	Essentials of Social Welfare Policy
Course #/Term:	SW 508 (Section 12), Fall 2022
Time and Place:	Thursday 6:00-9:00pm Room: 3629
Credit Hours:	3
Prerequisites:	None
Instructor:	Colleen E Crane MSW, LMSW
Pronouns:	She, her, hers
Contact Information:	kennac@umich.edu (expect response within 24 hours) Voicemail (248) 330-3585
Office Hours:	Thursdays or 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).

a. 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 (eg: 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://sww.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 on line 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 (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 2022

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

- o 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. These should be completed *prior* to each class to receive credit. We will use them for discussion.
 - **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.

- o Assignments (reading, watching and worksheets) are to be completed **before** our in-person class.

- o Links to **all materials** are found on Canvas

Non-Module Course Materials:

- **News Media**
 - o 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:

- National/International news: Newspapers. The *New York Times* (NYT) (www.nytimes.com), The *Washington Post* (www.washingtonpost.com), The *Los Angeles Times*, The *Wall Street Journal* etc.. 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.
 - Online news magazines: The *Atlantic Monthly*, The *Weekly Standard*, *Time*, the *Economist*, *U.S. News & World Report*, *National Review*, *The New Republic* etc.
 - 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.
 - Reisch, Michael (Ed). *Social Policy and Social Justice: Meeting the challenges of the diverse society*. 3rd 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.

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 WRITTEN ASSIGNMENTS

There are **4** graded assignments for the course: Weekly worksheets, a historical eras presentation, a policy worksheet, and a final exam.

- 1) **Activity Sheets: These are due weekly.** There are 10 worksheets. They are worth 10 points each and due the day of class. They are designed as **worksheets** which apply the content knowledge covered in the readings. Each of these assignments is worth a maximum of 10 points (100 points). **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 (Thursday, by 6:00pm)**. Points will be awarded for complete submissions with deductions for late or incomplete assignments. The content of these activity sheets will not be evaluated by the instructor nor individual feedback provided. These worksheets will be the basis for discussion during in-person class. They are for your own “self evaluation” and synthesis of course content. Together these weekly assignments constituted **100 points toward your final grade**.

- 2) **Policy Worksheet:** You will find the policy worksheet instructions distributed four weeks before its due date. The Policy Worksheet will take more time to complete than the Activity Sheets so start early. This will be graded by the instructor. **100 points toward your final grade.**
 - a. **Distributed: October 6**
 - b. **Due: November 10**

- 3) **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 Sheets. The exam will be comprehensive. **150 points toward your final grade**
 - **Final Distributed by November 17th.**
 - **Due: Thursday, December 15th by 11:59pm.**

- 4) **Historical Eras (in class presentations):**
 October 6th groups 1 and 2 will present
 October 13th 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. You will also complete a self-evaluation of your group work and participation. Summaries need to be submitted by 11:59pm one week after you finish your presentation.

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.

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.

Crane 2022 Course Overview in Brief

Module Topic, in brief	Activities, in brief <u>Read, Watch (or Listen) and Activity Worksheet</u>	Date and Content
One Introductions to Each Other and Social Welfare Policy!	Read: <ul style="list-style-type: none"> ● Course Overview in Brief (this document) ● SW 530 Course Syllabus (for reference) ● Historic Arc Introduction Activity Sheet <ul style="list-style-type: none"> ● #1 Dividing the Pie Worksheet (in class activity) 	Review by September 8th 6:00pm
Two Land, Legacies, & Policy: Foundational Roots of Structural Discrimination	Read: <ul style="list-style-type: none"> ▪ Staller, <i>Land Acknowledgment and Legacies</i> Watch: <ul style="list-style-type: none"> ▪ Seefeldt, <i>What shapes U.S. social welfare policy: Beliefs, myths, & Values</i> ▪ Seefeldt, <i>What shapes U.S. social welfare policy: Ways we provide assistance</i> Activity Sheet <ul style="list-style-type: none"> ▪ #2 Worksheet on Legacies & Policy Supplement (Extra) <ul style="list-style-type: none"> ▪ Elliott & Hughes <i>1619 Project</i> ▪ Hamad (2020) <i>A white damsel in distress</i> NYT ▪ <i>The "Indian Problem"</i> ▪ <i>Unspoken American Native Boarding Schools</i> ▪ Podcast, <i>Decolonization, Explained for Social Workers</i> 	Completed by Sept 8th at 6:00pm
Three U.S. Government Structure and Policy Making for Social Workers	Read: <ul style="list-style-type: none"> ● Staller, <i>U.S. Government & Policy Making</i> Watch: <ul style="list-style-type: none"> ● Weaver, <i>What is social welfare policy and why do social workers care</i> ● Seefeldt, <i>Frameworks for thinking about Social Welfare Policy</i> Activity Sheet <ul style="list-style-type: none"> ● #3 Protests, Riots, Policing & Policy Worksheet Supplement (Extra) <ul style="list-style-type: none"> ▪ Executive Order 13933 (Trump) Criminal Violence 	Completed by Sept 15th at 6:00pm

	<ul style="list-style-type: none"> ▪ 1619 Podcast (Ch One) ▪ Hodge, <i>Understanding U.S. Government</i> (3 min) ▪ “We the People” (On Netflix. This NOT available on Canvas) 	
<p>Four</p> <p>U.S. Constitution as Supreme Law and Historical Record for Social Workers</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Staller, <i>Founding Documents</i> ● <i>U.S. Constitution</i> ● Douglass, Fredrick (1852) <i>What to the Slave is the Fourth of July?</i> <p>Watch:</p> <ul style="list-style-type: none"> ● Seefeldt, <i>Introduction to U.S. Constitution</i> ● Douglass, Fredrick <i>What to the Slave read by his descendants</i> (Or read, above) <p>Activity Sheet:</p> <ul style="list-style-type: none"> ● #4 Worksheet on Constitution <p>Supplement (Extra) CBS News (2019). Thomas Jefferson Descendants Together Race: The power of illusion Episode 2</p>	<p>Completed by Sept 22nd by 6:00pm</p>
<p>Five</p> <p>Government Budgets and Taxes for Social Workers</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Staller, “<i>Federal and state budget basics for social workers</i>” <p>Watch:</p> <ul style="list-style-type: none"> ● Seefeldt, <i>Budget Lecture</i> (8 min) ● Seefeldt: <i>Tax Policy</i> <p>Activity Sheet</p> <ul style="list-style-type: none"> ● #5 Worksheet on Budget & Taxes <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ● Staller, K.M. <i>Fiscal Policy Macro Encyclopedia of Social Work</i> 	<p>Completed by Sept 29th by 6:00pm</p>
<p>Six</p> <p>Origins of Social Work Practice and Services & Enduring Tensions</p>	<p>Read:</p> <ul style="list-style-type: none"> ▪ Reisch, <i>U.S. Social Policy and Social Welfare: A historical overview</i>. Pp. 52-71 ▪ Carlton-LaNey, <i>African American Social Welfare History</i> ▪ Hounmenou, C. (2012). <i>Black settlement houses and oppositional consciousness</i>. ▪ Horn, <i>Damnation Island</i> Prologue ▪ Staller, (2020). <i>Afterword: Charles Loring Brace’s Legacy and Implications</i>. 	<p>Completed by October 6th by 6:00pm</p> <p>*Group Presentations 1 & 2</p> <p>POLICY WORKSHEET DISTRIBUTED</p>

	<p>Watch:</p> <ul style="list-style-type: none"> ▪ <i>Heart of Basset Place; and</i> ▪ <i>Women of Hull House</i> <p>Activity Sheet:</p> <ul style="list-style-type: none"> ▪ # 6 Worksheet on History of Social Work ▪ Policy Worksheet first available (begin work) Graded. <p>Library Resources (for the Policy Worksheet)</p> <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ● Staller, <i>Children’s Aid Society’s Neighborhood-Based Programs, 1890.</i> ▪ Park, <i>Facilitating Injustice...Japanese Internment Camps</i> Carlton-LaNey, <i>African American social work pioneers</i> ● Staller, Fireside Chat on <i>New York’s Newsboys</i> 	
<p>Seven</p> <p>Creation of the U.S. Welfare State and Structural Exclusion</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Staller, <i>Creation of Welfare State & Social Security Net</i> ● Reisch <i>U.S. Social Policy and Social Welfare: A historical overview.</i> Pp. 71-81 <p>Watch:</p> <ul style="list-style-type: none"> ▪ Documentary: Harry Hopkins At FDR’s Side (<u>first 45 minutes</u>) <p>Activity Sheet:</p> <ul style="list-style-type: none"> ● #7 Worksheet on Social Security Act ● Policy Worksheet (continue working) <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ● Betten & Mohl, <i>From Discrimination to Repatriation</i> ● Barrow, <i>Advocacy for African Americans</i> ● Longmore & Goldberger, <i>League of Physically Handicapped</i> ● Interview with activist, actor and public intellectual (Peter Coyote) 	<p>Completed by October 13th by 6:00pm</p> <p>Group Presentations 3 & 4.</p>
<p>Eight</p> <p>Equality, Opportunity, and Civil Rights: Activism to Policy</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Staller, <i>Equality, Opportunity & Civil Rights</i> ● Lateef, & Androff, ‘<i>Children Can’t Learn on an Empty Stomach</i>’: <i>The Black Panther Party’s Free Breakfast Program.</i> ● <i>How the Black Panther Breakfast Program Inspired and Threatened Government</i> ● <i>The souls of poor folks: A preliminary report.</i> <p>Watch:</p> <ul style="list-style-type: none"> ● Documentary Choose 1 	<p>Completed by October 20th by 6:00pm</p>

	<ul style="list-style-type: none"> o <i>Given a Chance</i>: (War on Poverty, Voting & Civil Rights Act) OR o PBS Latino Americans, Ep. 5: <i>Prejudice and Pride</i> (Migrant Farmer Rights to VRA) o <i>After Stonewall</i> (early Gay Rights Movement) o OR o <i>Crip Camp</i> (on Netflix; Disability Rights to ADA) OR <ul style="list-style-type: none"> ● And watch <ul style="list-style-type: none"> o John Lewis’s Last Words read by Morgan Freeman o NPR, <i>John Lewis Fought For Voting Rights His Entire Life. Why His Work Is Still Unfinished</i> <p>Activity Sheet:</p> <ul style="list-style-type: none"> ● #8 Worksheet on Activism, Movements and Policy ● Policy Worksheet (continue working) <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ● Cooper, <i>Native Activism 1960s to present</i> ● NPR podcast: <i>It’s been a minute: Not another protest</i> ● Podcast: <i>White Supremacy in Social Work</i> ● Links to speeches from reading 	
<p>Nine</p> <p>Judicial Advocacy, Social Movements & Patchwork Rights</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Staller, <i>The Judicial Branch and Using the Courts for Social Justice Advocacy</i> <p>Watch (or Listen):</p> <ul style="list-style-type: none"> ● <i>What will happen to Roe v. Wade?</i> ● <i>Dobbs v. Jackson Women’s Health</i> ● NPR Podcast LGBTQ Employment Discrimination is Illegal <p>Activity Sheet:</p> <ul style="list-style-type: none"> ● #9 Worksheet on Judicial Advocacy ● Policy worksheet (continue working) <p>Supplement (Extra)</p> <ul style="list-style-type: none"> ● NASW Amicus Brief in <i>Bostock v. Georgia</i> ● Civics 101: <i>A podcast starter kit: The Judicial Branch</i> 	<p>Completed by October 27th by 6:00pm</p>
<p>Ten</p> <p>The Vanishing Welfare State and</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Edin & Shaefer (2015) <i>Welfare is Dead</i>. ● Reisch, <i>U.S. Social Policy and Social Welfare: A historical overview.</i> Pp. 81-end 	<p>Completed by November 3rd by 6:00pm</p>

<p>Privatization</p>	<ul style="list-style-type: none"> • Alice in Michigan: A financial hardship study • Stern, <i>Social Policy History 1950-1980</i> <p>Watch (and Listen):</p> <ul style="list-style-type: none"> • The patchwork of public assistance (Professor McGuire-Jack) • Interview with frontline social service workers (Professor Jackson) • Podcast: <i>A welfare check</i> • Podcast: <i>Anti-poverty organizing</i> <p>Activity Sheet:</p> <ul style="list-style-type: none"> • #10 Lydia Li Poverty Worksheet • Policy Worksheet Due 	<p>POLICY WORKSHEET DUE</p>
<p>Eleven</p> <p>Poverty and Inequality: Economic Inequality & the Wealth/Race Gap</p>	<p>Read:</p> <ul style="list-style-type: none"> • Edin & Shaefer, <i>By Any Means Necessary</i> • Seefeldt, <i>Debt: The New Share-cropping System.</i> • Desmond, <i>Americans want to believe jobs are the solution to poverty. They're not.</i> <p>Watch:</p> <ul style="list-style-type: none"> ▪ Seefeldt <i>Understanding Poverty, Income Inequality and Policy</i> (15) ▪ Seefeldt <i>Anti-poverty and income redistribution</i> (15 min) ▪ Seefeldt <i>Income inequality</i> (5 min) ▪ Explained: <i>The Racial Wealth Gap</i> <p>Activity Sheet: (IN CLASS ACTIVITY)</p> <ul style="list-style-type: none"> • #11 Income Inequality: Who gets the candy? (DO IN CLASS) <p>Supplement (Extra) <i>Inequality for All</i> (a documentary)</p>	<p>Completed by November 10th by 6:00pm</p>
<p>Twelve</p> <p>Complex Welfare State:</p> <p>Health Policy as Case Study</p>	<p>Read:</p> <ul style="list-style-type: none"> ▪ Michener <i>Federalism, Health Care and Inequality</i> ▪ Kurzweil, <i>Justice in what love looks like</i> <p>Watch:</p> <ul style="list-style-type: none"> ▪ Weaver, <i>Health & Mental Health</i> <ul style="list-style-type: none"> o <i>Policy Frameworks</i> (5 min) o <i>Health & Mental Health</i> (8 min) o <i>Current Debates</i> (4 min) o <i>Reform in Action</i> (15 min) <p>Activity Sheet</p> <ul style="list-style-type: none"> • #12 Worksheet on Health Policy 	<p>Completed by November 17th by 6:00pm</p> <p>FINAL DISTRIBUTED</p>

	THANKSGIVING BREAK NOVEMBER 22-27	
<p>Thirteen</p> <p>Topical Issues: Policing, Housing, Child Welfare</p>	<p>Read (Choices)</p> <ul style="list-style-type: none"> ● Desmond (2017). <i>State of the Union: Housing</i> ● Seefeldt (Ch 6) <i>Abandon Families</i> ● <i>Tracking Police Shooting</i>. Washington Post. ● Courtney <i>Child Welfare and Policy Framework</i> <p>Watch (Selection, Choice)</p> <ul style="list-style-type: none"> ● Social Work and Policing <ul style="list-style-type: none"> ○ Policing Project (2019) Re-imagining Community Engagement: A social work approach ○ Derrick Jackson ○ Reuben Miller: <i>Halfway Home: Race, Punishment & Afterlife of Mass Incarceration</i> ● Housing <ul style="list-style-type: none"> ○ Zac Fosler- Affordable Housing ● Covid Responses <ul style="list-style-type: none"> ○ Alize Payne – Washtenaw Response <p>Activity Sheet:</p> <ul style="list-style-type: none"> ● #13 Questions for Final Exam Review (optional) <p>Supplemental (Extra)</p> <ul style="list-style-type: none"> ● <i>Seven Last Words of the Unarmed</i> (UM Performance). 	<p>Completed by December 1st by 6:00pm</p>
<p>Fourteen</p>	<p>NO CLASS FINAL DUE DECEMBER 15th</p>	

MODULE ABSTRACTS

MODULE ONE : Introductions: Social Welfare Policies and Services

Abstract: Introductions: Course overview, assignments, grading and expectations. Narrative arc Small group discussion dividing the pie. Who “deserves” help? Who defines who deserves help and who gets help? What is “fair” and ‘just”? Frameworks: approaches to redistributing resources, and theories of justice.

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), hierarchical 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 philosophical 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- WW II 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 the final exam is distributed.

MODULE FOURTEEN: FINAL EXAM REVIEW & DISTRIBUTION