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 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://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 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](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.

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**CLASS REQUIREMENTS FALL 2022**

**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. 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.

- Assignments (reading, watching and worksheets) is to be completed **before** our in-person 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:
    - National/International news: Newspapers. The *New York Times* (NYT) ([www.nytimes.com](http://www.nytimes.com)), The *Washington Post* ([www.washingtonpost.com](http://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.
    - Other sources. The PBS *NewsHour*, National Public Radio, MSNBC, CNN, *ABC Newsline*, *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.

ASSIGNMENTS & GRADE COMPONENTS

1) Attendance & Participation. Your attendance and participation are expected each week. However, given the 6-9pm schedule, I realize that life events will get in the way. You have 3 no-excuse absences to use at your discretion. This means 10 class periods will count toward your attendance grade, and for each one missed after that it will lower your participation grade 10%. Your attendance and participation grade will represent 10% of your grade.

2) Weekly Short Answers & In-Class Activities. For Weeks 2-7, and 12-13 I will post to the Assignments section on Canvas two short answer questions based on the week’s readings and video material. You only need to answer one of the two. These will be similar to short answer questions that will be on the final exam, and should be answered in no more than 1 paragraph. These will need to be posted to Canvas prior to the start of that week's class. Each short answer question is worth 5 points, for a total of 40 points.

For Weeks 1, and 8-11, you will complete in-class activities that are also worth 5 points each. The reason for the in-class activities is that you will be completing your Policy Worksheets outside of class, and this is meant to lighten the load outside of class. The combined total of short answers and in-class activities is 65 points, and will represent 15% of your grade.

3) 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. 25% of final grade

   a. Distributed: February 15
   b. Due: March 22

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. 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. 50% of final grade.

- Final Distributed April 12
- Due: Thursday, April 27 by 11:59pm

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.
## 2022 Course Overview in Brief

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic, in Brief</th>
<th>Activities, in Brief</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/4)</td>
<td>Introductions to each other and social welfare policy!</td>
<td>Read: 508 Syllabus</td>
<td>In-Class Activity #1</td>
</tr>
</tbody>
</table>
| 2 (1/11) | Land, Legacies, & Policy | Read: Staller, Ch 1 Land, Legacies, & Policies  
Watch: Seefeldt, What shapes U.S. social welfare policy: Beliefs, myths, and values  
Seefeldt, What shapes U.S. social welfare policy: Ways we provide assistance  
Native Nations Treaties | Short Answer #1 |
Watch: Weaver, What is social welfare policy and why do social workers care?  
Seefeldt, Frameworks for thinking about social welfare policy | Short Answer #2 |
| 4 (1/25) | U.S. Constitution as Supreme Law and Historical Record for Social Workers | Read: Staller, Ch 3 U.S. Founding Policy Documents for Social Workers  
U.S. Constitution  
Watch: Seefeldt, Introduction to U.S. Constitution  
Douglass, “What to the Slave is the Fourth of July?” | Short Answer #3 |
| 5 (2/1) | Government Budgets and Taxes for Social Workers | Read: Staller, Ch 4 Fiscal Policy for Social Workers  
Watch: Seefeldt, Tax Policy | Short Answer #4 |
| 6 (2/8) | Origins of Social Work Practice and Services, and Enduring Tensions | Read: Staller, Ch 6 History of Social Work's Early Roots  
Watch: Women of Hull House  
Heart of Bassett Place  
Ugly Laws | Short Answer #5 |
| 7 (2/15) | Creation of the U.S. Welfare State and Structural Exclusion | Read: Staller, Ch 5 New Deals, the Welfare State, and Safety Net Scaffolding and Dismantling  
Watch: Harry Hopkins  
Mexican Repatriation | Short Answer #6  
Policy Worksheet Distributed |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Watch</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8 (2/22) | Equality, Opportunity, and Civil Rights: Activism to Policy | Read:  
- Staller, Equality Opportunity Civil Rights  
- Lateef & Androff Black Panther Party’s Free Breakfast Program  
- How the Black Panther Party’s breakfast threatened government  
- The souls of poor folks | Watch:  
- John Lewis Last Words  
- Visit Watch-8 page and choose 1 more doc to watch | In-Class Activity #2 |
| 9 (3/8) | Judicial Advocacy, Social Movements & Patchwork Rights | Read:  
- Staller, Ch 8 The Judicial Branch: Using the Courts for Social Policy Agendas | Watch:  
- New Conservative Majority | In-Class Activity #3 |
| 10 (3/15) | The Vanishing Welfare State and Privatization | Read:  
- Edin, Welfare is Dead  
- Reisch, Chapter 2  
- Stern, Social Policy History 1950-1980  
- Alice in Michigan | Watch:  
- McGuire-Jack, Vanishing Social Safety Net | In-Class Activity #4 |
| 11 (3/22) | Poverty and Inequality: Economic Inequality & the Wealth/Race Gap | Read:  
- Edin, By Any Means Necessary  
- Desmond, Americans want to believe jobs are the solution to poverty  
- Seefeldt, Chapter | Watch:  
- Seefeldt, Understanding poverty  
- Seefeldt, Anti-poverty and income redistribution policies  
- Seefeldt, Income inequality  
- The Racial Wealth Gap | In-Class Activity #5  
Policy Worksheet due |
| 12 (3/29) | Complex Welfare State: Health Policy as Case Study | Read:  
- Michener, Fragmented democracy  
- Harker, Closing coverage gap | Watch:  
- Weaver, Health & Mental Health Policy: Frameworks  
- Weaver, Health & Mental Health Policy: Reform in Action  
- Weaver, Health & Mental Health Policy: Current Debates  
- Sachs, How race and gender affect healthcare | Short Answer #7 |
| 13 (4/5) | Topical Issues: Policing, Housing, Child Welfare | Read:  
- Desmond, Pathways SOTU 2017 Housing  
- Police Shootings Database  
- Courtney, Child Welfare History | Watch:  
- Reimagining community engagement | Short Answer #8 |
MODULE ABSTRACTS

MODULE ONE: Introductions: Social Welfare Policies and Services


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.


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-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 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

Final Exam Due on Friday December 16th by 5:00pm.

Have a great break!!