

**SOCIAL WELFARE & SOCIAL CHANGE, SWK 6201**  
**Fall 2021**  
**WURZWEILER SCHOOL OF SOCIAL WORK**  
**YESHIVA UNIVERSITY**

**COURSE DESCRIPTION**

*“If I take a finger and touch you, you won't even know you've been tapped.  
 If I take two fingers, you will know that something touched you.  
 But if I bring all of those fingers together in a fist, I can give you a terrible blow.” Dorothy Height*

The power of the relationship between an individual social worker and a client can be life-changing to a client. But the power of many social workers working together to address social problems can make a lasting positive impact on society. This is why organizing to support social welfare is at the heart of the development of the social work profession.

The mission of the social work profession is to “enhance human well-being” (NASW Code of Ethics, Preamble, Revised 2017). But, unlike other professions with a related mission, fundamental to social work is our Ethical Principle that implores us to look beyond the needs of individual clients, and to challenge social injustice, “particularly with and on behalf of vulnerable and oppressed individuals and groups of people.” (NASW Code of Ethics, Ethical Principles, 2017). The NASW Code of Ethics further outlines social workers’ ethical responsibility to the broader society through section 6 of the NASW Code of Ethics.

*“Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.” (NASW Code of Ethics, 6.01)*

This foundation level course lays the groundwork in preparing students to be informed and competent professionals who implement programs and work to create policy change within organizations and beyond. Starting with an understanding of the development of the social work profession over time, students learn how theory impacts policy and agency work, with a focus on how social work values and ethics impact this trajectory.

This course introduces basic concepts related to social welfare (i.e. the wellbeing of groups of people in society), with particular focus on economic inequality, poverty, and systematic oppression through a human rights perspective. These areas are analyzed in view of the interrelationship of political, economic and social factors such as race, ethnicity, religion, gender, sexual orientation, immigration status. Students begin the application of social policy analysis that deepens their understanding of the political processes relevant to shaping and influencing the institution of social welfare. Throughout the course, the unique and important role and function of the social work profession is stressed.

This course is generally taken in the first semester of study, because it relates to, and builds upon, the content covered in courses such as Cultural Diversity, Human Behavior and the Social Environment, and Generalist Social Work Practice. This course is important to help connect students with content infused throughout the curriculum related to social justice, and equality for oppressed and vulnerable populations. This course is a pre-requisite to Policy Advocacy in Practice, SWK 6210, taken during the advanced year of the MSW program.

## **COURSE COMPETENCY OUTCOMES**

This course will help students achieve the following competency:

### **Competency 5 – Engage in Policy Practice**

Students will understand that human rights and social justice, as well as social welfare needs and services, are influenced by public policy, as implemented at the federal, state, and local levels. Students will understand the impact of policy in service delivery and the influence of practice in policy development. They will understand the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and how social workers can actively engage in policy practice to effect change within these settings. Students will recognize and understand the historical, cultural, economic, organizational, environmental, and global influences that affect social policy. Students will become knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specifically, students will:

- Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice.

**Assignments for this course are used to assess/measure Competency 5A.**

## **COURSE POLICIES**

### **STUDENTS WITH DISABILITIES**

The Office of Disability Services (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.

<http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

#### *Student Responsibilities*

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

## *Getting Started*

Students in Yeshiva University who wish to receive accommodations must self disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professors.
- Accommodation letters must be submitted to your professors as soon as they are received.

## **PLAGIARISM**

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes plagiarism and is a violation of academic standards. The School will not condone plagiarism in any form and will apply sanction to acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is NOT plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically FAIL the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

[www.grammarly.com/plagiarism\\_checker](http://www.grammarly.com/plagiarism_checker)

[www.dustball.com/cs/plagiarism.checker](http://www.dustball.com/cs/plagiarism.checker) [www.plagtracker.com](http://www.plagtracker.com)

[www.plagium.com/](http://www.plagium.com/)

[www.plagscan.com/seesources/](http://www.plagscan.com/seesources/)

[www.duplichecker.com/](http://www.duplichecker.com/)

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

## **HIPAA**

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified.

What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

## **FERPA**

Wurzweiler's policies and procedures are in line with FERPA regulations. In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as FERPA, the University has adopted policies to protect the privacy rights of its "Students" with respect to their "Education Records," in each case as defined below. FERPA affords Students certain rights of access to their Education Records and limits disclosure to third parties unless the Student provides written consent. In certain circumstances, disclosure is permitted without the Student's permission.

## **CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

## **COLLEGIALITY**

During this course, open dialogue is encouraged, while acknowledging that not everyone will feel comfortable contributing to each discussion. All students should remember that although you may hold a strong opinion or belief about a particular subject matter, you must remain sensitive to the fact that your peers may not share that belief or hold the same opinion. Everyone will be held to the expectation that they will be respectful of differing perspectives, in accordance with the Section III. E. (Professional Conduct) in the Wurzweiler MSW Student Manual, found here: <https://www.yu.edu/sites/default/files/inline-files/ADVOCACY%20MSW%20handbook%20Policy%20Manual%20-%20as%20of%2012.13.18.pdf>.

## **COURSE REQUIREMENTS**

### **REQUIRED TEXTS (for both SWK 6201 and SWK 6210)**

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social policy in a changing world*. Sage Publishing. ISBN: 9781544316185. Hard copy: \$99.00; eBook: \$50.00 (rental).

National Association of Social Workers. (2018). *Social work speaks: National Association of Social Workers policy statements (11th Ed.)*. NASW Press. ISBN: 9780871015266. Hard copy: \$52.99; eBook: \$49.99. **Your instructor will notify you if a new edition of Social Work Speaks becomes available.**

**Note: Other required readings are available on-line through electronic reserve (E-RES). See instructions below.**

### **OPTIONAL SUPPLEMENTAL TEXTS**

Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*, New York, NY: Basic Books. \$23.40

Jansson, B.S. (2015). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* 5<sup>th</sup> Ed. Brooks/Cole Cengage Learning. ISBN-10: 1285746945 \$155

Trattner, W.I. (1999). *From poor law to welfare state: A history of social welfare in America*. New York, NY: Free Press. ISBN-3:9780684854717 \$15.99/\$9.79

### **E-RESERVES (Electronic Reserve)**

Most of the articles mentioned in the curriculum are available on electronic reserve (E-Reserve). You can access the full text articles from your home or from a university computer at no charge.

To access E-Reserves from Canvas (Recommended):

1. Electronic reserve lists are automatically added to all Canvas course pages (<https://yu.instructure.com/>).
2. Students can directly access the list without a password from the Canvas page.
3. Go to your course Canvas Page
4. Click on "Library Resources and E-Reserves".
5. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (YUAD): <https://library.yu.edu/OffCampusAccess>
6. When the article text or book record appears on the screen, you can print, email, or save it to disk.
7. If you have any problems, please contact - [ereserves@yu.edu](mailto:ereserves@yu.edu).

\* Please note, Canvas no longer supports Internet Explore. If you are having trouble open up an eReserve item, please try other web browsers.

You can also access e-reserves through <http://www.yu.edu/libraries/>

1. Click on online resources.
2. Click on eReserves
3. If you are off-campus, at this point you will be prompted for your Off-Campus Access Service login and password (obtain this from the library).
4. In the 'search for Courses' box, type in the name of your course.
5. Click on the link to your course.
6. Enter the password wurzweiler
7. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
8. When the article text or book record appears on the screen, you can print, email, or save it to disk.
9. If you have any problems, please contact [eres@yu.edu](mailto:eres@yu.edu).

### **Instructional Methods, Course Requirements and Grading**

Class sessions include lectures (using the delivery method appropriate to the course) that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to social policy and student experiences in the field. A variety of techniques, including group exercises, audio-visual presentations and guest speakers may be used.

Students are expected to complete all assigned readings on time, attend class in person or complete lecture modules online, and participate knowledgeably in class discussions. In addition to the assigned readings, students are encouraged to skim news sources such as major newspapers (such as *The New York Times*, *Washington Post*, *Wall Street Journal*, or *Globe and Mail*), news radio (such as NPR or CBC), podcasts (such as Up First, The Daily, This Week with Sam Sanders, the Globalist, the Takeaway, or PRI's the World), television news (such as local news, BBC, or CBC), and specialized or long form publications

(Politico, the Hill, the Atlantic, or Vox). In-depth sources such as *Congressional Quarterly*, *Congressional Weekly*, and professional journals may also be useful. These sources will be extremely helpful to all students in preparing class assignments and participating in class discussions.

### **Assignments:**

#### **Values Inventory (Final product: 2-3 page reflection, using questions provided by faculty)**

In this assignment provided by your instructor, you will read statements about values and mark your personal agreement or disagreement. You will then indicate how knowledgeable you are about each of the issues. Keep in mind as you complete this inventory that there is no right or wrong answer to each question. The goal here is to understand what your own personal values are, what your knowledge is about these areas, and what the social work profession's official stance/value/position on the issues are. Your assignment will not be submitting the values inventory itself, but rather your reflection on the questions it raised for you.

#### **Exploring Social Change Project**

*Note: Except Part 6, all should be in APA format, with a title page and separate page reference list. The title page and reference list are not included in the page length estimates. No abstract is required. All papers should include in-text citations for any facts presented that are not from the author's personal experience.*

#### **Part 1: Population Identification (1-2 pages)**

- A. Identify a population that is connected to your internship, work, personal experience, or personal interest.
- B. Explain how this group is marginalized in society (i.e. lacks political and social power). Consider factors like race, religion, gender, sexual orientation, immigration status, etc.
- C. Explain what protective factors and advantages this group has.

#### **Part 2: Connecting to History (1-2 pages)**

- A. Choose two historical eras that relate to the population you chose in Part 1. This might be a time period when a significant event happened to your population or a policy that affects that population was discussed or implemented.
- B. Describe major events of that era as they relate to your chosen population.
- C. Describe the role did social workers played, if any, in those events. If you don't know the specific role that social workers played, consider what they might have done (given your knowledge of the profession's history) or what impact their lack of action might have had.

#### **Part 3: Connecting Economic Inequality and Poverty to Social Work Values and Human Rights (1-2 pages)**

- A. Provide 2 examples of how economic inequality and/or poverty impact the population you identified in Part 1.
- B. Choose 2 Ethical Principles identified in the NASW Code of Ethics and explain how they relate to the economic inequality experienced by your chosen population.
- C. How does economic inequality, particularly as experienced by this group, connect to human rights concepts?

#### **Part 4: Connecting to Theory (1-2 pages)**

- A. Choose one area of social policy from units 6-7 (i.e. Child Welfare or Education) to focus on in part B, C, and D of this assignment.
- B. Choose one theoretical perspective that relates to your chosen area of social policy. Consider the theories presented in Chapter 3 of the text or in your Human Behavior in the Social Environment

class.

- C. How does this theory inform social workers' understanding of this problem (particularly as experienced by this group)?
- D. How does this theory inform our understanding of society's response to this problem?
- E. Based on the readings so far, how does this theory or another theoretical perspective inform your understanding of the population you identified in Part 1?

### Part 5: Creating Change (2-3 pages)

- Choose one area of social policy from units 8-9 (i.e. Successful Aging, Health, Mental Health, and Disability) to focus on in parts B and C of this assignment.
  - Part A: With your new understanding of the role of social work in the context of social change, how can you impact this social policy area through your current or future social work practice?
  - Part B: How can larger levels of social change improve the lives of the population impacted by this problem?
- Part C: Returning to the population identified in Part 1, how can you create social change through your current or future social work practice?

### Part 6: Communicate Your Findings (1-2 pages)

In 1-2 pages, format a document to share information about the population that you have been studying this semester. Your audience might be the social work staff at your fieldwork agency, your place of employment, or another relevant agency, policymakers, or another student who works with that population but hasn't done the research you have. What information would help them understand or better serve the population? What information helps them to understand the policy context affecting the population? This does not have to be in APA format and might look like a policy brief or "one-pager."

**Note: This assignment should *not* simply restate material you have already used. Think about who your audience is and what are the best ways to communicate with that audience. Does your audience need visuals like charts or graphs? Bullet points? Examples from your practice?**

**Class Participation:** For students in in-person or live-online classes, this includes attendance, punctuality, appropriate and thoughtful participation in class discussions, completion of licensure exam practice questions, and other class activities.

Title	Unit	Weight (%)
Values Inventory	1	5
Social Change Project Part 1: Population Identification	1	10
Social Change Project Part 2: Connecting to History	3	10
Social Change Project Part 3: Connection of Economic Inequality and Poverty to Social Work Values and Human Rights	5	10
Social Change Project Part 4: Connecting to Theory	7	10
Social Change Project Part 5: Creating Change	9	15
Social Change Project Part 6: Communicate Your Findings	11	20
Class Participation Class participation (i.e. course engagement)	all	20
For students in Live/Online sections of this course, class participation includes your active participation during class time, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in		

<p>addition to class time).  For students in fully asynchronous sections of this course, class participation includes your active participation in interactive online activities throughout the semester (roughly 160 minutes per week).</p> <p><i>This assignment measures Competency 5B:  In addition to being assigned an individual grade for participation, faculty will assess students' competency to collaborate with colleagues and clients for effective policy action for the purpose of program evaluation.</i></p>		
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Final Grading:

A= 94-100   A-= 90-93   B+= 87-89   B= 83-86   B-=80-82   C+= 75-79   C=70-74   F<70



## COURSE OUTLINE

### Unit 1: Introduction to Key Concepts in Social Work and Social Welfare Policy (2 weeks)

#### *Learning Objectives:*

- Identify course objectives and requirements
- Introduce online library searching, and writing formats expected in the MSW program
- Examine personal values, and how they align with the values of the social work profession
- Define social welfare and related terms
- Discuss the ways in which social work values and ethics connect with social welfare policy and organizational policy
- Identify and describe theories that explain the evolution of the social welfare system.
- Recognize the impact of racial, ethnic, religious, economic, and social class discrimination on the development of social welfare

#### *Required Readings:*

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social policy in a changing world*. Sage Publishing.

- Chapter 1: Social Work: A Value-Based Profession in Historical Context, pp. 1-5.
- Chapter 3: Practical Theories for Understanding and Analyzing Policy

Segal, E. (2011). Social empathy: A model built on empathy, contextual understanding, and social responsibility that promotes social justice. *Journal of Social Service Research*, 37(3), 266-277.

National Association of Social Workers. (2017). *Code of Ethics*. NASW Press.

NASW (2007). *Standards for Cultural Competence in Social Work Practice*. NASW Press.

#### *Recommended Readings:*

Canadian Association of Social Workers. (2005). Code of Ethics. Retrieved from <https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice>

Levy, H. (2015). Income, poverty, and material hardship among older Americans. *The Russell Sage Foundation Journal of Social Sciences*. [E-reserves]

Pimpare, S. (2007). An African American welfare state. *New Political Science*, 29(3), 313-331. [E-reserves]

Shaefer, H.L., Edin, K., Talbert, E. (2015). Understanding the dynamics of a \$2-a-day poverty in the United States. *Russell Sage Foundation*, 1(1), 120-138.

Weaver, H.N. (1992). African Americans and social work: An overview of the antebellum through progressive eras. *Journal of Multicultural Social Work*, 2(4), 91-102. [E-reserves]

#### *Assignments:*

- 1) Class participation
- 2) View video introduction to library and YU find:  
<https://www.youtube.com/watch?v=Blw3Fy6EZrA>
- 3) Values Inventory
- 4) Social Change Project Part 1: Population Identification

### Unit 2: Social Welfare History

*Learning Objectives:*

- Identify the origins and roots of social welfare in the United States
- Examine “invisible populations” including First Nations people, people of color, women, children, and elderly.

*Required Readings:*

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social policy in a changing world*. Sage Publishing.

- Chapter 1: Social Work: A Value-Based Profession in Historical Context

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

Read at least 3 of the following:

Affirmative Action, Civil liberties and justice, Peace and social justice, Racism, Women’s issues, Homelessness, Housing, Welfare Reform

The New York Times Editorial Board. (2020, April 9). The America we need. *The New York Times*.

Healy, L. M. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, 51(6), 735-748.

*Recommended Readings:*

Trattner, W.I. (1999). *From poor law to welfare state: A history of social welfare in America*. Free Press. Chapter 6-8

Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*, Basic Books. Chapter 5, Chapter 8

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8<sup>th</sup> Ed. Brooks/Cole Cengage Learning. Chapter 3, 62-99; Chapter 4, 100-159, Chapter 5, 160-204. Chapter 6, 205-260.

Reid, P.N. (1995). Social welfare history. In R.L. Edwards (editor-in chief). *Encyclopedia of Social Work*. (19<sup>th</sup> ed., pp. 2207-2225). NASW Press.

*Assignments:*

- 1) Class participation

**Unit 3: The History of the Social Work Profession***Learning Objectives:*

- Understand the development of the profession of Social Work in the context of the influence of specific historical.
- Identify the development of casework practice, as championed by Mary Richmond
- Describe the primary role of social justice in early forms of social work practice, as championed by Jane Addams and the Settlement House Movement.
- Evaluate the challenge to social work as a profession, as expressed by Abraham Flexner.
- Examine ethical issues, professional vs. personal values, and assumptions about oppression and discrimination as they influence the development of the social work profession.

*Required Readings:*

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Role of Government, Social Policy, and Social Work

McBeath, B. (2016). Re-envisioning macro social work practice. *Families in Society*, 97, 5-14.

NASW. (2017). *Code of Ethics*. NASW Press.

NASW. (2007). *Standards for Cultural Competence in Social Work Practice*. NASW Press.

*Recommended Readings:*

Trattner, W.I. (1999). *From poor law to welfare state*. Free Press. Chapters 11, 12, 13.

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8<sup>th</sup> Ed. Brooks/Cole Cengage Learning. Relevant content found on pages 18-19; 36-37; 53; 192-196; 208; 244-246; 294-295; 375-377.

Chambers, C. A. (1998). Women in creation of the profession of social work. *Social Service Review*, 60 (1), 1-33.

Hopps, J.G., & Collins, P. M. (1995). Social work profession history. In R.L. Edwards, (editor-in-chief), *Encyclopedia of social work* (19<sup>th</sup> ed., pp. 2226-2292). NASW Press.

White, B.W., & Hampton, DM (1995). African American pioneers in social work. In R.L. Edwards (editor-in chief). *Encyclopedia of social work* (19<sup>th</sup> ed., pp. 115-120). NASW Press.

*Assignments:*

- 1) Class participation
- 2) Social Change Project, Part 2: Connecting to History
- 3) Social Work Pioneer Question

#### **Unit 4: Human Rights and Social Change**

*Learning Objectives:*

- Identify basic human rights and civil liberties.
- Explore groups vulnerable to oppression of their basic human rights and civil liberties
- Examine the role of social justice in securing equal rights
- Describe the role and responsibility of social work towards justice

*Required Readings:*

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Affirmative Action
- Civil liberties and justice
- Peace and social justice
- Racism
- Women's issues

McBeath, B. (2016). Re-envisioning macro social work practice. *Families in Society*, 97, 5-14.

Park, Y. (2008). Facilitating injustice: The role of social workers in the World War II internment of Japanese Americans. *Social Service Review*, 82(3), 447-483.

Schlesinger, E. G., & Devore, W. (2008). African Americans and Jewish Americans: Searching for a new song. *New Global Development*, 17(2), 63-72.

Weaver, H.N. (1992). African Americans and social work: An overview of the antebellum through progressive eras. *Journal of Multicultural Social Work*, 2(4), 91-102.

*Recommended Readings:*

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8<sup>th</sup> Ed. Brooks/Cole Cengage Learning

Relevant content on pages: 241-242 (racial discrimination); 313 (gender discrimination); 322 (Bakke case); 309; 313; 343 (backlash against affirmative action); 375; 424-427 (Clinton administration); 521 (age discrimination in employment).

Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach*, (7<sup>th</sup>. ed.). Boston, MA: Pearson. Chapter 4, 51-94.

*Assignments:*

- 1) Class participation
- 2) Social Change Project Part 3: Connection of Economic Inequality and Poverty to Social Work Values and Human Rights

**Unit 5: Economic Inequality, Poverty, and Social Change**

*Learning Objectives:*

- Examine theories, definitions and measures of work, poverty and inequality
- Explore the role of social work in addressing economic inequality and poverty
- Examine how various reforms to social welfare policy have disproportionately impacted particular populations, by race, religion, gender, sexual orientation, immigration status
- Social Changemaking Tactic: Voter Empowerment
  - Example: Human SERVE

*Required Readings:*

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social policy in a changing world*. Sage Publishing.

- Chapter 9: Work and Employment Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Homelessness
- Housing
- Welfare Reform

*Recommended Readings:*

Caputo, R.K. (2015). The personal responsibility and work opportunity reconciliation act of 1996 (PRWORA). In S. Haymes, M. Vidal de Haymes, & J.R. Miller (Eds.), *The Routledge handbook on poverty in the United States* (pp.249-258). London: Routledge

Caputo, R.K. (2004). Presidents, profits, productivity, & poverty: A great divide between the pre- and post-Reagan U.S. economy. *Journal of Sociology and Social Welfare*, 31(3), 5-30.

Trattner, W.I. (1999). *From poor law to welfare state*. Free Press. Chapter 14, 15.

Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*. NY: Basic Books. Chapters 9-11.

Popple, P.R., & Leighninger, L. (2010). *Social work, social welfare and American society*. Boston, MA: Allyn & Bacon. Chapter 8, 245-281.

*Assignments:*

- 1) Class participation

## **Unit 6: Child Welfare and Social Change**

*Learning Objectives:*

- Examine the historical development of child welfare services in the US
- Identify the rights and roles of children, parents and the government in providing for the welfare of children.
- Explore the impact of race, religion, ethnicity and social class on the provision of social welfare for children
- Describe the role and responsibilities of social work in providing for the welfare of children
- Social Changemaking Tactic: Judicial Advocacy

*Required Readings:*

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social policy in a changing world*. Sage Publishing.

- Chapter 4: Family Policy
- Chapter 5: Child Welfare Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Child Abuse and Neglect
- Child Welfare Workforce

D'Andrade, A. (2015). Parents and court-ordered services. A descriptive study of service use in child welfare reunification. *Families in Society*, 96, 25-34.

Kriz, K., & Skivenes, M. (2012). Challenges for marginalized minority parents in different welfare systems: Child welfare workers' perspectives. *International Social Work*, published online 17 October 2012 DOI: 10.1177/0020872812456052

*Recommended Readings:*

Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach*, (7<sup>th</sup>. ed.). Boston, MA: Pearson. Chapter 11, pages 223-248.

*Assignments:*

- 1) Class participation

## **Unit 7: Education and Social Change**

*Learning Objectives:*

- Examine the historical development of education in the US
- Identify the rights and roles of children, parents and the government in providing for the education of children.

- Explore the impact of race, religion, ethnicity and social class on the provision of education and higher education
- Describe the role and responsibilities of social work in providing services within education

*Required Readings:*

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 6: Early Childhood Education and Care Policy
- Chapter 7: Education Policy, Kindergarten Through High School
- Chapter 8: Higher Education Policy

*Assignments:*

- 1) Class participation
- 2) Social Change Project Part 4: Connecting to Theory

**Unit 8: Health, Mental Health, Disability, and Social Change (2 weeks)**

*Learning Objectives:*

- Examine the historical development of policies and programs to support health, mental health, and services to persons with disabilities in the US
- Identify the rights and roles of individuals, their families, and the government in providing health, mental health, and services to persons with disabilities
- Explore the impact of race, religion, ethnicity and social class on the provision of health, mental health, and services to persons with disabilities
- Describe the role and responsibilities of social work in providing for health, mental health, and services to persons with disabilities

*Required Readings:*

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 11: Health Policy
- Chapter 12: Disability Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- People with disabilities

Mechanic, D. (2008). *Mental health and social policy: Beyond managed care*. Chapter 5, 96-123.

Reisch, M. (2012). The challenges of health care reform for hospital social work in the United States. *Social Work in Health Care*, 51(10), 873-893.

*Assignments:*

- 1) Class participation
- 2) Practice LMSW Questions: Policy

**Unit 9: Successful Aging and Social Change**

*Learning Objectives:*

- Examine the historical development of policies and programs to support successful aging in the US
- Identify the rights and roles of older adults, their families, and the government in providing for the welfare of older adults.
- Explore the impact of race, religion, ethnicity and social class on the provision of social welfare programs for older adults
- Describe the role and responsibilities of social work in providing for the welfare of older adults

*Required Readings:*

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 10: Policy for Older Adults

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- End of life care

*Assignments:*

- 1) Class participation
- 2) Social Change Project Part 5: Creating Change

**Unit 10: Migration and Social Change***Learning Objectives:*

- Examine the historical development of immigration, asylum and refugee policy and related services in the US
- Identify the rights and roles of immigrants, asylees, and refugees, as well as the international community and the American government in providing for the welfare of these groups
- Explore the impact of race, religion, ethnicity and social class on the development of immigration, asylum, and refugee policy in the US
- Describe the role and responsibilities of social work in providing for the welfare of immigrants, asylees and refugees

*Required Readings:*

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 15: Immigration Policy

*Assignments:*

- 1) Class participation

**Unit 11: The Environment and Social Change***Learning Objectives:*

- Examine the historical development of environmental policy at international and national levels
- Explore the impact of race, religion, ethnicity and social class on the development of environmental policy and practice
- Describe the role and responsibilities of social work in responding to threats to the environment

*Required Readings:*

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 16: Environmental Policy

*Assignments:*

- 1) Class participation
- 2) Social Change Project Part 6: Communicating Your Findings

**Unit 12: Current Policy Environment and Social Change**

*Learning Objectives:*

- Identify and analyze current policy issues for in-depth analysis and class discussion utilizing historical analysis and the role of social work in context

*Required Readings:*

Miller, C.C., & Bui, Q. (2016, February 28). Rise in marriages of equals helps fuel divisions by class. *New York Times*. URL: <http://www.nytimes.com/2016/02/23/upshot/rise-in-marriages-of-equals-and-in-division-by-class.html>

Naughton, J. (2016, March 22). Dilley, Tex., home to the nation's largest immigration detention center *New York Times*. URL: <http://lens.blogs.nytimes.com/2016/03/22/dilley-texas-home-to-the-nations-largest-immigration-detention-center/>

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- The role of government, social policy and social work.

*Assignments:*

- 1) Class participation