

SYLLABUS

Social Welfare Programs, Policies, and Issues

I. COURSE DESCRIPTION

This course critically examines, from both historical and current perspectives, the overall structure of the U.S. social welfare system with a focus on the disproportionate social, economic and political problems of marginalized populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development. Students learn to use policy analysis tools to understand both how policy influences practice and how social workers can influence social welfare policy.

II. REQUIRED READINGS

Core textbook:

Segal, E. A. (2016). *Social welfare policy and social programs: A values perspective* (4th ed.). Boston, MA: Cengage Learning.

Short background readings, podcasts, and videos:

- Balderrama, F. (2015, September 10). America's forgotten history of Mexican-American 'repatriation' (T. Gross, Interviewer) [Audio file]. Retrieved from <https://cutt.ly/boOw8E>
- Braveman, P. (2014). What are health disparities and health equity? We need to be clear. *Public Health Reports*, 129 Suppl 2, 5–8.
- Brookings Institution/Khan Academy (2019). Medicare and Medicaid [video files]. Retrieved from <https://www.khanacademy.org/partner-content/brookings-institution/introduction-to-healthcare/v/medicare>
- Brooks, G. (1963). The Lovers of the Poor. Poetry Foundation. Retrieved from <https://www.poetryfoundation.org/poems/43317/the-lovers-of-the-poor>
- Ferrera, A. & Lederach, J. P. (Guests). (2018, June 7). NPR: On Being: How Change Happens, In Generational Time [Audio podcast]. Retrieved from <https://cutt.ly/4ol7QL>
- Fox, C. (2012). The boundaries of social citizenship. In *Three worlds of relief: Race, immigration, and the American welfare state from the Progressive Era to the New Deal* (pp. 281-294). Princeton, NJ: Princeton University Press.
- DiNitto, D., & Choi, N. (2017, November 1). Older adults and suicide. Retrieved from: <https://socialwork.utexas.edu/news/dinitto-and-choi-older-adults-and-suicide/>
- Demby, G. & Meraji, S. M. (Hosts). (2019, January 16). NPR: Code Switch: Census Watch 2020 [Audio podcast]. Retrieved from <https://one.npr.org/?sharedMediaId=607553683:607587509>
- Gawande, A. (2014). Assistance. In *Being mortal: Medicine and what matters in the end* (pp. 79-109). New York, NY: Picador.
- Hayes-Bautista, D. E., & Chapa, J. (1987). Latino terminology: Conceptual bases for standardized terminology. *American Journal of Public Health*, 77, 61–68.
- Lamott, A. (1995). Shitty first drafts and perfectionism. In *Bird by bird: Some instructions on writing and life* (pp. 21-32). New York, NY: Anchor Books.

- Massachusetts General Hospital (2005). Pioneering a profession: A history of social work innovation at the Massachusetts General Hospital, 1905-2005. Retrieved from <http://www.mghpcs.org/socialservice/Documents/HistoryTimeline.pdf>
- Raghavan, R., & Nuila, R. (2011). Survivors--dialysis, immigration, and U.S. law. *The New England Journal of Medicine*, 364(23), 2183–2185.
- Tate, M. (2015). Austin, Texas, in sociohistorical context. In J. Auyero & L. Wacquant (Eds.), *Invisible in Austin: Life and labor in an American city* (pp. 20–41). Austin, TX: University of Texas Press.
- Zamora, J. (2016). Second Attempt Crossing. Poetry Foundation. Retrieved from <https://www.poetryfoundation.org/poetrymagazine/poems/90978/second-attempt-crossing>

Free-choice book (pick one):

- Adams, R. (2014). *Raising Henry: A memoir of motherhood, disability, and discovery*. New Haven, CT: Yale University Press.
- Anzaldúa, G. (2012). *Borderlands/La Frontera: The New Mestiza* (4th ed.). San Francisco, CA: Aunt Lute Books.
- Banks, D. (2005). *Ojibwa Warrior: Dennis Banks and the rise of the American Indian Movement*. Norman, OK: University of Oklahoma Press.
- Berg, R. (2015). *No house to call my home: Love, family, and other transgressions*. New York, NY: Nation Books.
- Blain, K. (2018). *Set the world on fire: Black Nationalist Women and the global struggle for freedom*. Philadelphia, PA: University of Pennsylvania Press.
- Campo, R. (1997). *The desire to heal: A doctor's education in empathy, identity, and poetry*. New York, NY: Norton.
- Cantú, F. (2018). *The line becomes a river: Dispatches from the border*. New York, NY: Riverhead Books.
- Carreyrou, J. (2018). *Bad blood: Secrets and lies in a Silicon Valley startup*. New York, NY: Knopf.
- Castner, B. (2013). *The long walk: A story of war and the life that follows*. New York, NY: Anchor Books.
- Chandra, V. (2014). *Geek sublime: The beauty of code, the code of beauty*. New York, NY: Graywolf Press.
- Darling, N. (2018). *Fade into you*. New York, NY: The Feminist Press/CUNY.
- Desmond, M. (2017). *Evicted: Poverty and profit in the American city*. New York, NY: Broadway Books.
- Emezi, A. (2018). *Freshwater*. New York, NY: Grove Press.
- Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus and Giroux.
- Gay, R. (2018). *Hunger: A memoir of (my) body*. New York, NY: Harper Perennial.
- Grubbs, V. (2017). *Hundreds of interlaced fingers: A kidney doctor's search for the perfect match*. New York, NY: HarperCollins.
- Hanna-Attisha, M. (2018). *What the eyes don't see: A story of crisis, resistance, and hope in an American city*. London, UK: One World.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley, CA: University of California Press.
- Jones, C. (2016). *When we rise: My life in the movement*. New York, NY: Hachette Book Group.
- Kalanithi, P. (2016). *When breath becomes air*. New York, NY: Random House.
- Khan-Cullors, P., & Bandele, A. (2018). *When they call you a terrorist: A Black Lives Matter memoir*. New York, NY: St. Martin's Press.
- King, T. (2008). *The truth about stories: A Native narrative*. Minneapolis, MN: University of Minnesota Press.

- Lorde, A. (1982). *Zami: A new spelling of my name*. New York, NY: Crossing Press.
- Maghbooleh, N. (2017). *The limits of whiteness: Iranian Americans and the everyday politics of race*. Stanford, CA: Stanford University Press.
- Mailhot, T. M. (2018). *Heart berries: A memoir*. New York, NY: Counterpoint Press.
- Monette, P. (1988). *Borrowed time: An AIDS memoir*. New York, NY: Harcourt Brace Jovanovich.
- Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, NY: Atria Books.
- Nguyen, H. M. (2018). *Not here*. Minneapolis, MN: Coffee House Press.
- O’Neil, C. (2017). *Weapons of math destruction: How big data increases inequality and threatens democracy*. New York, NY: Broadway Books.
- Quinones, S. (2016). *Dreamland: The true tale of America's opiate epidemic*. New York, NY: Bloomsbury Press.
- Slater, D. (2017). *The 57 bus: A true story of two teenagers and the crime that changed their lives*. New York, NY: Farrar, Straus and Giroux.
- Sotomayor, S. (2014). *My beloved world*. New York, NY: Vintage.
- Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. New York, NY: Spiegel & Grau.
- Thomson, R. G. (2017). *Extraordinary bodies: Figuring physical disability in American culture and literature* (20th Anniversary Edition). New York, NY: Columbia University Press.
- Winick, J. (2000). *Pedro & me: Friendship, loss, and what I learned*. New York, NY: Henry Holt.

We tell ourselves our individual stories so as to become aware of our general story.
— Ralph Ellison, 1978

III. COURSE REQUIREMENTS

Course Requirements	Percent of Grade
A. Book review for policy professionals	15%
B. Policy analysis (team-based project)	55%
C. Preparation, attendance, and contribution	20%
D. Monte Carlo quizzes	10%
Total:	100%

IV. COURSE SCHEDULE

Please be mindful that we're members of a dynamic learning community; I may change the syllabus and schedule during the semester to adjust our pace and/or respond to events. Any revised versions of the syllabus will be posted to Canvas.

	DATE	CLASS THEME	READINGS	DUE TODAY
Week 1	Day 1	Introductions, community norms, and course overview <ul style="list-style-type: none"> o Meaning of social welfare o What is social policy? 	<ul style="list-style-type: none"> o Podcast: America Ferrera & John Paul Lederach: How change happens, in generational time. 	
	Day 2	Review and discuss syllabus <i>Team exercise:</i> consider and discuss: 1) personal work styles/preferences and 2) social issues/problems of interest for project	<ul style="list-style-type: none"> o Book blurbs from previous students about independent reading choices 	
Week 2	Day 3	Values, beliefs, & ideologies of social welfare	<ul style="list-style-type: none"> o Segal (2016), Ch. 1 & 3 o NASW code of ethics o Brooks (1963), <i>The lovers of the poor</i> 	Reaction and student book choice due
	Day 4	What is a social problem? <i>Team meetings</i>	<ul style="list-style-type: none"> o Segal (2016), Ch. 3 o Social work grand challenges 	Teams confirm social problem choice with instructor
Week 3	Day 5	Historical foundations of social welfare in the U.S (I) <i>In-class book reading</i>	<ul style="list-style-type: none"> o Segal (2016), Ch. 2 o Lamott. (1994), <i>Bird by bird</i> excerpt (pp. 21-32) 	Reaction due (by 6pm on the day before class)
	Day 6	Historical foundations of social welfare in the U.S (II)	<ul style="list-style-type: none"> o Segal (2016), Ch. 2 o Fox (2012), The boundaries of social citizenship (pp. 281-294) o Podcast: America's forgotten history of Mexican-American 'repatriation' 	
Week 4	Day 7	Historical foundations of social welfare in the U.S (III) <i>In-class book reading</i>	<ul style="list-style-type: none"> o Segal (2016), Ch. 2 o Tate (2015), Austin, Texas, in sociohistorical context 	Reaction due (by 6pm on the day before class)
	Day 8	Development of social welfare policies	<ul style="list-style-type: none"> o Segal (2016), Ch. 4 	

Week 5	Day 9	Frameworks for policy analysis	<ul style="list-style-type: none"> Segal (2016), Ch. 4 & 5 	
	Day 10	How policy is made <i>In-class book reading</i>	<ul style="list-style-type: none"> Segal (2016), Ch. 5 & 14 	Due: social problem paper
Week 6	Day 11	Children & families Guest speaker: <i>TBA</i>	<ul style="list-style-type: none"> Segal (2016), Ch. 11 	Reaction due (by 6pm on the day before class)
	Day 12	Social justice & civil rights Case study: <i>Utah Compact</i>	<ul style="list-style-type: none"> Segal (2016), Ch. 6 Utah Compact Zamora (2016), <i>Second attempt crossing</i> 	
Week 7	Day 13	Poverty & economic opportunity <i>In-class book reading</i>	<ul style="list-style-type: none"> Segal (2016), Ch. 7 	
	Day 14	Social insurance Writing panel: <i>TBA</i>	<ul style="list-style-type: none"> Segal (2016), Ch. 9 Website: <i>The OpEd Project</i> 	Due: 1) share reading with instructor; 2) bring op-ed for team
Week 8	Day 15	Aging & social welfare (I) Film: <i>Gen Silent</i>	<ul style="list-style-type: none"> Segal (2016), Ch. 10 Gawande (2014), <i>Being mortal</i> (pp. 79-105) DiNitto & Choi (2017), Older adults and suicide 	Reaction due (by 6pm on the day before class)
	Day 16	Aging & social welfare (II) <i>Team meetings with instructor</i>	<ul style="list-style-type: none"> Notes from expert/community leader consultation 	
Week 9	Spring Break			

Week 10	Day 17	Health & mental health (I) <i>Guest speaker: TBA</i>	<ul style="list-style-type: none"> ○ Segal (2016), Ch. 12 ○ Video: Medicare ○ Video: Medicaid 	Reaction due (by 6pm on the day before class)
	Day 18	Health & mental health (II) <i>Film: The Waiting Room</i>	<ul style="list-style-type: none"> ○ Segal (2016), Ch. 12 ○ Raghavan & Nulia (2011), Survivors—Dialysis, immigration, & U.S. law 	
Week 11	Day 19	Health & mental health (III) <i>In-class book reading</i>	<ul style="list-style-type: none"> ○ Segal (2016), Ch. 12 ○ Timeline: Social work innovation at the Massachusetts General Hospital ○ Braveman (2014), What are health disparities and health equity? We need to be clear 	Reaction due (by 6pm on the day before class)
	Day 20	Economics, employment, budgets, and taxes	<ul style="list-style-type: none"> ○ Segal (2016), Ch. 8 	
Week 12	Day 21	Policy practice: influencing social policy	<ul style="list-style-type: none"> ○ Hayes-Bautista & Chapa (1987), Latino terminology: Conceptual bases for standardized terminology ○ Podcast: Census Watch 2020 	
	Day 22	No class: teams work on policy analysis projects	<ul style="list-style-type: none"> ○ Examples of policy memos & op-eds 	
Week 13	Day 23	Community efforts to influence social policy <i>Guest speaker: TBA</i>	<ul style="list-style-type: none"> ○ TBA - readings from guest speaker 	Due: op-ed (draft) and policy memo
	Day 24	Peer-led discussion & nominations: Compelling questions from online reactions		
Week 14	Day 25	U.S. social welfare policies & international comparisons	<ul style="list-style-type: none"> ○ Segal (2016), Ch. 13 	Due: book review and blurb
	Day 26	Team presentations		
Week 15	Day 27	Team presentations		
	Day 28	Team presentations		

Week 16	Day 29	<p>Last meeting as class:</p> <ul style="list-style-type: none"> ● Practice: What's next? ● Wrap-up 		
	Day 30	<p><u>No class</u>: teams work on any outstanding revisions or assignments</p>		<p>Due: confirmation of op-ed submission and any revised or outstanding assignments by 11:59 PM</p>