

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**SOCIAL WELFARE ORGANIZATION
SWK 6201
SPRING 2017**

COURSE DESCRIPTION

This first year foundation course begins preparing students to function as informed and competent professional practitioners who implement social policies and programs and, where appropriate, work towards policy change. In this course, students develop the contextual framework of history, social structure and social processes necessary for the development of practice competence within the policy arena. Students will learn basic social welfare concepts, study the development of social welfare in Canada, and examine the major social welfare institutions. Economic inequalities in Canadian society will be studied, along with strategies to lessen poverty and deprivation. These issues will be analyzed in view of the interrelationship of political, economic and social factors such as race, ethnicity and gender. Students begin the study of social policy analysis that deepens their understanding of the political processes relevant to shaping and influencing the institution of social welfare. Throughout, the role and function of the social work profession is stressed.

This course is taken in the first semester of study, and relates to and builds upon the (macro) content covered in Human Behavior and the Social Environment I and Foundations of Social Work Practice I, as well as content infused throughout the curriculum related to social justice, equality and equality for vulnerable populations and those in need. This course is a pre-requisite for Social Policy.

I. COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competency:

Competency 5 – Analyze, formulate, & advocate for policies that advance social well-being

Students will understand the origins and development of human rights and social justice, as well as how society responds to meet social welfare needs and deliver social services, at the federal, state, and local levels. They will understand the development of the welfare state in Canada and elsewhere. Students will recognize and understand the historical, cultural, economic, organizational, environmental, and global influences that affect social policy. They will also understand the range of contemporary Canadian social problems of concern for the social work profession. Special attention will be paid to patterns of oppression and discrimination as they affect populations distinguished by race, ethnicity, culture, class, age, gender, sexual orientation, religion and disability. Students will become knowledgeable about policy formulation and the role of social work in advancing policies and programs likely to affect vulnerable populations. Students will understand the contemporary policy environment and contemporary approaches for examining the impact of social welfare policies on social work client populations, professionals, and organizations, and current policy.

Measure 5A – Substantively and affectively prepare to analyze, formulate, & advocate for policies at the local, state, and federal levels that advance social well-being

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, written exercises and presentations.

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 30% for the first assignment, 45% for the second assignment, and 25% for class participation, presentations, attendance and completion of assignments on time.

Texts for the Course

- Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Waterloo: Wilfred Laurier University Press
- *The Globe and Mail, The Toronto Star, the National Post, The Walrus, The New Yorker, The Atlantic, The New York Times, Washington Post, or Wall Street Journal (weekly)*.

Recommended Texts

Banting, Keith and John Myles. 2013. *Inequality and the Fading of Redistributive Politics*. Vancouver: UBC Press.

Béland, Daniel and Pierre-Marc Daigneault. 2015. *Welfare Reform in Canada*. Toronto: University of Toronto Press.

Béland, Daniel. 2010. *What Is Social Policy?* Cambridge: Polity Press.

Boychuk, Gerard. *National Health Insurance in Canada and the United States: Race, Territory, and the Roots of Difference*. Washington: Georgetown University Press.

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City*. New York: Crown Publishers.

Green, David and Jonathan Kesselman. 2006. *Dimensions of Inequality in Canada*. Vancouver: UBC Press.

Hacker, Jacob and Paul Pierson. 2010. *Winner Take All Politics*. New York: Simon and Shuster.

Layton, Jack. 2008. *Homelessness: How to End the National Crisis*. Toronto: Penguin.

Partanen, Anu. 2016. *The Nordic Theory of Everything: In Search of a Better Life*. New York: HarperCollins

Note: All required readings are on-line through electronic reserve (E-RES). Your instructor will distribute the password and directions to access these readings.

Many recommended readings are available online. Some will be available through electronic reserve. All recommended texts will be available in the department for student consultation. These texts may be consulted on campus and may not be taken from the department, so that they are available to all students.

IV. COURSE REQUIREMENTS

Participation

Students will be expected to come to class prepared to discuss the required reading, as well as other articles they have read in the news related to that theme. Some classes may begin with a “*tour de table*” where each student will be asked to share a question or insight related to the reading and the weekly theme.

Once or twice during the course, students will be asked to make a 5-10 minute presentation. In addition to required readings, students will complete 2-3 required readings and will present the main themes and questions from these readings. The purpose is to feed the discussion that follows with some more examples, history, and context.

Assignment 1 – Due Session 7 – Mid-Term Examination

There will be a mid-term examination. This exam may be in-class or take-home, at the professor’s option.

Assignment 2 – Due Session 12

Final Paper

This assignment measures:

Competency #5: Analyze, formulate, & advocate for policies that advance social well-being;
Indicator #5A – Substantively and affectively prepare to analyze, formulate, & advocate for policies at the local, state, and federal levels that advance social well-being

Guidelines for Completion of Assignment

Write a policy response to a Canadian social policy that has been introduced (or reformed) in the past five years. From your perspective as a social worker, is the policy or reform going to help the people you serve? Are there blindspots in the policy or reform? Does it (intentionally or not) discriminate against certain groups of people, or privilege certain groups?

A policy response is a document that is commonly written by community groups for the government and also wider public. It presents well-argued and reasoned responses to the policy. It should first present the your role as a social worker in the policy area that you have chosen for this policy response. It should then summarize the content of the policy and also lay out the main challenges in the community or province, and assesses the extent to which the policy responds to these needs. It is useful, but not necessary, to draw on comparisons by

showing what is done in other jurisdictions (within Canada or internationally), to either highlight the innovation of the policy or to illustrate its weaknesses (or both). Finally, it presents options for strengthening the policy.

Academic sources may be used, but are not necessary. The Policy Response should be 3-4 pages single-spaced and should be written in accessible language; the audience is the government but also the broader policy community.

Examples of policies you might respond to are include (but are not limited to) any number of poverty reduction strategies introduced at the provincial or municipal level throughout Canada, Housing First homelessness interventions (implemented at the federal, provincial, or municipal level), changes to the Canadian Pension Plan, changes to the income security (social assistance) system.

V. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

VI. E- Reserves

What is eReserve?

eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. 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).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

VII. PLAGIARISM:

Students should remember that the School will not condone plagiarism in any form and will sanction 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 this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

VIII. HIPAA ALERT:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like 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, gender is directly related to the case presentation it can be included if it will not allow for identification.

IX. COURSE OUTLINE

Social Welfare Organization consists of units of study in the following areas:

1. History of the evolution of the Canadian social welfare state.
2. Organizational structures for the provision of social services.
3. Contemporary Canadian social welfare programs/agencies - organizational structure for provision of the Canada's response to emerging needs.
4. Contemporary Canadian social problems of concern for the social work profession. Special attention will be paid to patterns of oppression and discrimination as they affect populations distinguished by race, ethnicity, culture, class, age, gender, sexual orientation, religion and disability.
5. The current policy environment and contemporary approaches for examining the impact of social welfare policies on social work client populations, professionals, and organizations, and current policy.

While the main content of the course is Canadian, comparisons will consistently be drawn with other jurisdictions, notably the United States but also European countries as well as Israel.

Unit I: COURSE INTRODUCTION AND KEY CONCEPTS

Competencies Covered: 5

Learning Themes

- Descriptive definitions of social welfare.
- Classification of social welfare services.
- Social work values and ethics, ethical dilemmas, competing ideologies.

Required Reading

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapters 1 and 20.

Recommended Readings

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapter 3.

Béland, Daniel. 2010. *What Is Social Policy?* Cambridge: Polity Press. Chapters 1 and 2,

Béland, Daniel and Pierre-Marc Daigneault. 2015. *Welfare Reform in Canada*. Postface.

Taylor, Timothy. 2014. "Happy Returns: Why you should look forward to tax time". *The Walrus*.

Unit II: WELFARE STATE HISTORY (CANADA)

Competencies Covered: 5

Learning Themes

This unit explores the origins and roots of social welfare provisioning in Canada, specifically the period following the Second World War, when the welfare state was expanding. The unit also presents the Quebec model, which emerged following the Quiet Revolution and has led eubec to develop a slightly different welfare state and a different politics of social policy. Finally, it examines theories of the evolution of social welfare system.

Required Reading

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapters 2 and 7.

Recommended Readings:

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapters 2 and 11.

Béland, Daniel. 2010. *What Is Social Policy?* Cambridge: Polity Press. Chapters 3 and 4.

Noël, Alain. 2010. "Quebec" in *The Oxford Handbook of Canadian Politics*.

Romanow, Roy. 2006. "A House Half Built: A former premier argues that Canada must return to its nation-building". *The Walrus*.

Unit III: WELFARE STATE HISTORY (UNITED STATES)

Competencies Covered: 5

Learning Themes

This unit examines recent changes to the American welfare state, which have contributed to the increasing inequality and concentration of wealth in the hands of the few. It also examines the competing ideologies that influenced the significant changes to the welfare state, looking at the role of various actors including the Democratic Party, the Republican Party, unions, social movements, and powerful corporate lobbyists.

Required Reading

Hacker, Jacob and Paul Pierson. 2010. *Winner Take All Politics*. New York: Simon and Shuster. Chapter 2.

Recommended Readings

Hacker, Jacob and Paul Pierson. 2010. *Winner Take All Politics*. New York: Simon and Shuster.

Friedman, Uri. 2016. "What's So Special About Finland? The American Dream is alive and well – in Northern Europe" *The Atlantic*.

Edin, Kathryn and H. Luke Shaefer. 2016. "20 Years Since Welfare 'Reform': America's poorest are still dealing with the consequences of the legislation that Bill Clinton signed into law two decades ago today" *The Atlantic*.

Partanen, Anu. 2016. *The Nordic Theory of Everything: In Search of a Better Life*. New York: HarperCollins. Chapter 1.

Unit IV: INVISIBLE POPULATIONS

Competencies Covered: 5

Learning Themes

This week examines "invisible populations," including First Nations, women, and the LGBT community.

Required Reading

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapters 5 and 16.

Halfe, Louise. 2014. "In Attawapiskat". *The Walrus*.

Recommended Readings

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapters 11, 14 and 15.

Béland, Daniel and Pierre-Marc Daigneault. 2015. *Welfare Reform in Canada*. Chapters 15, 16, 17, 18 and 19

Green, David and Jonathan Kesselman. 2006. *Dimensions of Inequality in Canada*. Chapters 9 and 11.

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapter 13.

Abramovich, Alex. 2015. "It's About Time Canada Stood UP for Homeless LGBT Youth" *The Huffington Post*.

Unit V: POVERTY

Competencies Covered: 5

Learning Themes

This unit examines theories definitions, and measures of poverty and inequality. It disaggregates the poverty population by race, ethnicity, gender, and subclasses, such as homeless and other oppressed persons.

Required Readings

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapter 9.

Lum, Zi-Ann. 2017. "A Canadian City Once Eliminated Poverty and Everyone Forgot About It". *The Huffington Post*.

Centre d'étude sur la pauvreté et l'exclusion. 2009. "Taking the Measure of Poverty: Advice to the Minister". Recommendations, Foreward, Summary, Introduction (pages 7-20, remainder skim)

Recommended Readings

The West Wing. "Two Indians in the Lobby" (available on Netflix)

Thompson, Derek. 2016. "Things Are About to Get Much Worse for Poor Americans: They didn't vote for this. Richer Americans did" *The Atlantic*.

Library of Parliament, 2008. "Measuring Poverty: A Challenge for Canada"

Unit VI: INEQUALITY

Competencies Covered: 5

Learning Themes

This unit focuses on inequality in recent historic perspective. We consider causes of increasing inequality, including government decisions as well as government inaction (policy drift), as well as the consequences of this inequality.

Required Readings

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapter 1.

Hacker, Jacob and Paul Pierson. 2010. *Winner Take All Politics*. New York: Simon and Shuster. Chapter 1, 11-40

Recommended Readings

Green, David and Jonathan Kesselman. 2006. *Dimensions of Inequality in Canada*.

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapters 3, 14

and 16.

Hacker, Jacob and Paul Pierson. 2010. *Winner Take All Politics*. New York: Simon and Shuster.

Bernstein, Jared and Ben Spielberg. 2015. "Inequality Matters". *The Atlantic*.

Unit VII: SOCIAL ASSISTANCE AND INCOME SECURITY

Competencies Covered: 5

Learning Themes

This Unit examines the origins and recent changes to the social assistance system. We consider both the number of people receiving social assistance, as well as how levels of support offered through social assistance have varied over time, with a particular focus on Ontario.

Required Reading

Béland, Daniel and Pierre-Marc Daigneault. 2015. *Welfare Reform in Canada*. Chapter 1, pages 1-8, Chapter 2.

Marche, Stephen. 2016. "Top Dollar: Why Canada is ripe for universal basic income". *The Walrus*.

Recommended Readings

Béland, Daniel and Pierre-Marc Daigneault. 2015. *Welfare Reform in Canada*. Chapters 3, and 5.

Himelfarb, Alex and Trish Hennessy. 2016. "Basic Income: Rethinking Social Policy" *The Canadian Centre for Policy Alternatives*.

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapter 13.

Sears, Robin. 2010. "The Looming Crisis of Income Security". *Policy Options*.

Unit VIII: CHILD WELFARE

Competencies Covered: 5

Learning Themes

This Unit considers the child welfare system in Canada, including how the system impacts long-term on the well-being of the children and Canadian society. It highlights maltreatment/rights of children, parents and the role of government and social class.

Required Readings

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapters 10 and 13

Recommended Readings

Green, David and Jonathan Kesselman. 2006. *Dimensions of Inequality in Canada*. Chapter 8.

Budak, Jasime. 2012. "Canada's Most Unwanted". *The Walrus*.

Partanen, Anu. 2016. *The Nordic Theory of Everything: In Search of a Better Life*. New York:

HarperCollins. Chapter 4.

Unit IX: MENTAL HEALTH

Competencies Covered: 5

Learning Themes

This unit examines definitions and dynamics of mental illness in historical perspectives.

Required Readings

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapter 12.

Giese, Rachel. 2013. "The New Normal". *The Walrus*.

Recommended Readings

Klagsbrun, Richard. 2015. "Not Criminally Responsible". *The Walrus*.

Kay, Jonathan. 2015. "Crash Course in Dark Thoughts". *The Walrus*.

Ballon, Diana. "Looking Back: Reflections on Community Mental Health in Ontario". *The Canadian Mental Health Association*.

Unit X: HEALTH CARE

Competencies Covered: 5

Learning Themes

This unit examines definitions and dynamics of Canada's health system. Current trends and issues (e.g., MICA, deinstitutionalization and homelessness) are also examined in light of Kendras Law (duty of inform). Social work roles and responsibilities are also examined.

Required Readings

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapter 19.

Recommended Readings

Kay, Jonathan. 2015. "The Last House before the Bridge" *The Walrus*.

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapter 12.

Boychuk, Gerard. *National Health Insurance in Canada and the United States: Race, Territory, and the Roots of Difference*. Washington: Georgetown University Press.

Jacobs, Lawrence and Theda Skocpol. 2016. *Health Care Reform and American Politics: What Everyone Needs to Know*. 3rd Edition. Oxford: Oxford University Press. Chapters 1 and 4

Partanen, Anu. 2016. *The Nordic Theory of Everything: In Search of a Better Life*. New York: HarperCollins. Chapter 5.

XI: CHILDCARE

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapters 8 and 11.

Recommended Readings

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapter 15.

Partanen, Anu. 2016. *The Nordic Theory of Everything: In Search of a Better Life*. New York: HarperCollins. Chapter 3.

Unit XII: HOUSING

Competencies Covered: 5

Learning Themes

This unit examines definitions of health and illness, and health care in historical perspective. Particular attention is given to Medicare, Medicaid, and the Affordable Care Act. Social work roles and responsibilities are also examined.

Required Readings

Westhues, Anne and Brian Wharf. 2012. *Canadian Social Policy: Issues And Perspectives*. Chapter 18.

Recommended Readings

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City*. New York: Crown Publishers. Prologue and Epilogue.

Trick, Sarah. 2015. "No Vacancy". *The Walrus*.

Robertson, Gregor. 2016. "Why Is Vancouver So Expensive?" *The Walrus*

Wyatt, Kyle. 2015. "A Better Place to Skin a Seal" *The Walrus*.

Unit XIII: HOMELESSNESS

Competencies Covered: 5

Learning Themes

This unit examines homelessness as a social problem and responses to that problem in historical perspective. Definitions and current issues, trends are examined. Social work roles and responsibilities are also examined.

Required Reading

Gaetz, Stephen. 2010. "The Struggle to End Homelessness in Canada: How We Created the Crisis, and How We Can End it." *Open Health Services and Policy Journal* 3: 21–26.

Hulchanski, David. 2009. Homelessness in Canada: Past, Present, Future. Keynote Address *Growing Home: Housing and Homelessness in Canada*.

Vikander, Tessa. 2016. "The Right to Camp". *The Walrus*.

Recommended Readings

Doberstein, Carey and Alison Smith. 2015. "Housing First, Affordable Housing Last". The Harper Decade.

Layton, Jack. 2008. *Homelessness: How to End the National Crisis*. Toronto: Penguin.

Prince, Michael J. 1998. "Holes in the safety net, leaks in the roof: changes in Canadian welfare policy and their implications for social housing programs." *Housing Policy Debate* 9(4): 825–848.

Unit XIV: CURRENT CONTEXT

Competencies Covered: 5

Learning Themes

This unit identifies and selects current policy issues for in-depth analysis and class discussion, such as immigration, undocumented youth and families, the DREAM ACT

Required Reading

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>

Banting and Myles, 2013. *Inequality and the Fading of Redistributive Politics*. Chapter 17.

Recommended Readings

Boychuk, Gerard. 1998. "So What? The Political Implications of Distinct Provincial Social Assistance Regimes" in *Patchwork of Purpose*, 97-115

Green, David and Jonathan Kesselman. 2006. *Dimensions of Inequality in Canada*. Chapter 13.

Samuels, Alan. 2015. "The End of Welfare as We Know It: America's once-robust safety net is no more". *The Atlantic*.

Partanen, Anu. 2016. *The Nordic Theory of Everything: In Search of a Better Life*. New York: HarperCollins. Chapter 7.