

SOCIAL WELFARE & SOCIAL CHANGE, SWK 6201
Spring 2025
WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

Instructor Name

Email

Phone

Hours

COURSE DESCRIPTION

This course introduces basic concepts related to social welfare with a particular focus on economic inequality, poverty, and systematic oppression through a human rights perspective. Students learn to identify and assess social problems and connect these problems to social work practice and policy. Students will connect the content infused throughout the curriculum related to social justice and equality for oppressed and vulnerable populations.

“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, 2021). 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, 2021). 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 well-being 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 Advanced Policy Advocacy, SWK 6210, taken during the advanced year of the MSW program.

COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and engage in practices that advance social, economic, and environmental justice.
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Common Assignment: **Social Change Project, Part 3 & 5**

Coursework Indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
2A Advocate for human rights at the individual, family, group, organizational, and community system levels.	Fails to advocate for human rights at the individual, family, group, organizational, and community system levels.	Shows evidence of advocating for human rights at the individual, family, group, organizational, and community system levels.	Advocates for human rights at the individual, family, group, organizational, and community system levels.	Consistently advocates for human rights at the individual, family, group, organizational, and community system levels.
2B Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Fails to engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Shows evidence of engaging in practices that advance human rights to promote social, racial, economic, and environmental justice.	Engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	Consistently engages in practices that advance human rights to promote social, racial, economic, and environmental justice.
5A Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Does not use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Identifies the issues, but fails to use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in a clear, coherent, and meaningful manner, and demonstrates understanding of issues.	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in a concise and meaningful manner that demonstrates mastery of relevant policy issues.
5B Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Fails to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Shows evidence of engaging in practices that apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Engages in practices that apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Consistently engages in practices that to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address:
<https://yeshiva.tk20.com/campustoolshighered/start.do>

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: <https://www.yu.edu/wurzweiler/msw/assessment>

LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Examine personal values, and how they align with the values of the social work profession
2. Define social welfare and related terms
3. Discuss the ways in which social work values and ethics connect with social welfare policy and organizational policy
4. Recognize the impact of racial, ethnic, religious, economic, and social class discrimination on the development of social welfare
5. Understand the development of U.S. social welfare and the profession of social work in the context of the influence of specific historical events and figures.
6. Examine ethical issues, professional vs. personal values, and assumptions about oppression and discrimination as they influence the development of the social work profession.
7. Identify basic human rights and civil liberties.
8. Explore groups vulnerable to oppression of their basic human rights and civil liberties
9. Examine the role of social justice in securing equal rights, justice, economic inequality, and poverty
10. Examine how various reforms to social welfare policy have disproportionately impacted particular populations marginalized by race, religion, gender, sexual orientation, immigration status

INSTRUCTIONAL METHODS

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 practicum and other social work-related professional experiences. A variety of techniques, including group exercises, audio-visual presentations and guest speakers may be used. Students in this class in any format (asynchronously, synchronously online via Zoom, or in person) will participate in online discussions in Canvas in order to meet the required contact hours for the course.

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, 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: (detailed descriptions can be found in the relevant units and Canvas)

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: Connecting 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 Engagement	all	20

Final Grading Scale:

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

Assignment Descriptions:

Class Engagement

Class engagement includes active participation during class time for students who are taking class in person or synchronously via zoom, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in 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).

Class engagement includes active participation during class time for students who are taking class in person or synchronously via zoom, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in addition to class time). To make the most of this time, students should expect to complete all reading in advance of the class period, and to come to class prepared to ask questions, help other students with challenges, and discuss that week's topic.

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. See Canvas shell for details of each assignment.

Part 1: Population Identification (1-2 pages)

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

Part 3: Connecting to Social Work Values and Human Rights (1-2 pages)

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

Part 5: Creating Change (2-3 pages)

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

COURSE REQUIREMENTS

REQUIRED TEXTS (for both SWK 6201 and SWK 6210)

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social welfare policy in a changing world*. Sage Publishing. ISBN: 9781544316185. Hard copy: \$166.00; eBook: \$57.00 (90 day rental). Used copies available.

NOTE: The second edition of this text is available for order [here](#) starting January 2025, but may not be available for delivery of hard copies before class starts. If you have the second edition, use the chapter numbers following the name of the chapter.

National Association of Social Workers. (2021). *Social work speaks: National Association of Social Workers policy statements 2024-2027 (13th Ed.)*. NASW Press. ISBN: 978-0-87101-623-2. Hard copy: \$54.62; eBook: \$51.89. **Feel free to use a previous edition.**

The Social Work Speaks book is BEST purchased DIRECTLY from NASW Press in either e-book or paperback. <https://www.naswpress.org/product/53683/social-work-speaks-13th-edition>

National Association of Social Workers. (2021). *Code of Ethics*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> Note: You do **NOT** need to purchase this. You can read it free of charge on NASW's website.

Note: Other required readings are available on-line through electronic reserve (E-RES) or found in the course Canvas shell. See instructions below for e-reserve.

OPTIONAL SUPPLEMENTAL TEXT

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Author. ISBN: 1433832178. Paperback: \$31.99, Spiral-bound: \$44.99, Hardcover: \$54.99; eBook: \$26.99 through VitalSource.

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 professor
- If you have any questions regarding Disability Services, please call: **646-592-4280**
- **Accommodation letters must be submitted to your professors as soon as they are received.**

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.

* Please note, Canvas no longer supports Internet Explorer. If you are having trouble opening 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.

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 impose sanctions 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. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional 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

www.dustball.com/cs/plagiarism.checker www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

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 & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found [here](#).
- Drug-Free University Policy can be found [here](#).
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).
- The University's Computer Guidelines can be found [here](#).

INCOMPLETE POLICY

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

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 welfare policy in a changing world*. Sage Publishing.

- Chapter 1: Social Work: A Value-Based Profession in Historical Context, pp. 1-5. (*first section of this chapter in the second edition*)
- Chapter 3: Practical Theories for Understanding and Analyzing Policy (*Chapter 4 in the second edition*)

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. (2021). *Code of Ethics*. NASW Press.

National Association of Social Workers. (2007). *Standards for Cultural Competence in Social Work Practice*. NASW Press.

Video introduction to library and YUFind: <https://www.youtube.com/watch?v=Blw3Fy6EZrA>

Recommended Readings:

Canadian Association of Social Workers. (2005). Code of Ethics. <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]

Pimpire, 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) Values Inventory
- 3) 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 populations marginalized by race, ethnicity, age, and other sources of bias.

Required Readings:

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

- Chapter 1: Social Work: A Value-Based Profession in Historical Context (*remainder of chapter in both editions*)

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

Read at least 3 of the following:

13th edition: Affirmative Action, Civil liberties and social justice, Racism, Women's issues, Homelessness, Housing, Welfare Reform

12th edition: 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.

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 events.
- 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. (2024). *Social work speaks: National Association of Social Workers policy statements*. 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. (2021). *Code of Ethics*. NASW Press.

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

Assignments:

- 1) Class participation
- 2) Social Change Project, Part 2: Connecting to History

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. (2024). *Social work speaks: National Association of Social Workers policy statements*. 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.

Assignments:

- 1) Class participation
- 2) Social Change Project Part 3: Connection 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 welfare policy in a changing world*. Sage Publishing.

- Chapter 9: Work and Employment Policy (*Chapter 11 in the second edition*)

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

- Homelessness
- Housing
- Welfare Reform

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 welfare policy in a changing world*. Sage Publishing.

- Chapter 4: Family Policy (*Chapter 6 in the second edition*)
- Chapter 5: Child Welfare Policy (*Chapter 7 in the second edition*)

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. 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*
<http://doi.org.10.1177/0020872812456052>

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 8 in the second edition*)
- Chapter 7: Education Policy, Kindergarten Through High School (*Chapter 9 in the second edition*)
- Chapter 8: Higher Education Policy (*Chapter 10 in the second edition*)

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 13 in the second edition*)
- Chapter 12: Disability Policy (*Chapter 14 in the second edition*)

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

- People with disabilities

Mechanic, D. (2008). *Mental health and social policy: Beyond managed care*. Pearson. 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 (*Chapter 12 in the second edition*)

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

- End-of-life decision making and care (13th edition)/End of life care (12th edition)

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 (*Chapter 17 in the second edition*)

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 (*Chapter 5 in the second edition*)

Recommended Readings:

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

- Environmental policy (13th edition only)

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:

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

- Role of government, social policy and social work.

[Five domains of wellbeing in a policy context: Frequently asked questions](#). (2015). The Full Frame Initiative.

Binder, N., & Weiss-Gal, I. (2022). [Social workers as local politicians in Israel](#). *The British Journal of Social Work*, 52(5), 2797-2813.

Miller, C.C., & Bui, Q. (2016, February 28). Rise in marriages of equals helps fuel divisions by class. *New York Times*. <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*. <http://lens.blogs.nytimes.com/2016/03/22/dilley-texas-home-to-the-nations-largest-immigration-detention-center/>

Assignments:

- 1) Class participation