I. Course Description

This course surveys the history of social welfare and the social work profession, a broad array of U.S. social welfare services, and the evolution of social work values and ethics. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services will be presented. These frameworks will identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work-relevant promotion, prevention, treatment, and rehabilitation programs and services.

II. Course Content

There are four main content areas for the course.

1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of:
   • the individual
   • the family
   • the community, groups, educational settings, churches, workplaces, and the nonprofit sector
   • the government at various geographic levels.

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2. The history of the social work profession:
   • from the altruistic philanthropist to the development of professional practice
   • the emergence of distinct methods of practice in their historical context
   • the influence of religious values, ethics, and social and political climates on the profession's development
   • the emergence of specific policies and programs within their historical, social and political contexts.

3. A critical analysis of current social welfare policies, procedures, and programs, nationally and cross-nationally with attention to:
   • the strengths and weaknesses of various policies, programs and procedures
   • evolving population needs
   • the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives.

4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to:
   • services for families, children, adolescents, adults, and the aging (including income maintenance, foster care, protective services, and school social work)
   • mental and physical health services including those targeted toward promotion, prevention, treatment, and rehabilitation
   • community service programs
   • correctional services and criminal justice.

III. Course Objectives

Upon completion of this course, students will be able to:

• Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession.

• Describe and critically analyze current social welfare policies, procedures and programs including the role of behavioral and social science research and theory in their evolution.

• Discuss the strengths and limitations of the current U.S. social welfare system in terms of the functions of provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses.

• Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health and mental
health services, child welfare, social work practice in school settings, services to the elderly, and correctional systems.

- Discuss and critically analyze current debates, trends and ethical issues in each specific field of service presented in the course, including the implications for social work practice and promoting social justice and social change.

IV. Relationship SW530 to School’s Four Curricular Themes

- **Multiculturalism and Diversity.** Specific field of service is critically analyzed from multicultural, historical, or cross-national perspectives.

- **Social Justice and Social Change.** The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.

- **Promotion, Prevention, Treatment, and Rehabilitation.** The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

- **Behavioral and Social Science Research.** Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

V. Relationship of the Course to Social Work Ethics and Values

The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

VI. Textbooks and News Media Requirements

**Required Textbooks**


3. Course Pack available at Excel on South University.

4. Other material as noted in syllabus or distributed in class.

Required texts may be purchased at Ulrich’s, Michigan Book and Supply and Michigan Union Bookstore.
All readings listed on the syllabus are required. I will also distribute historical documents and news accounts for class discussions. Some we will read in class, others will be distributed at least a week prior to when we will discuss them. Students must read all assigned material BEFORE the class for which they are assigned. Your learning will be correlated with the effort you expend in taking responsibility for your goals and agendas. We will discuss many of the readings, but I may not discuss some unless you tell me you have a question or aren’t sure you see the relevance.

There are numerous articles and books that have been written on the topics we will cover in this course and there is simply not enough time to read many of them. Selection of these particular readings in no way suggests that the theories, problems, and populations covered represent all of the important issues. In this regard, I am open to suggestions regarding the inclusion of other relevant readings and/or I may identify interesting readings during the course of this semester. I reserve the right to assign such readings on an ad hoc basis and will give students at least a week’s notice of any additional reading assignments. No more than one such reading will be assigned for any given week.

**Required Media**
1. The *New York Times* (or Los Angeles Times, Washington Post, etc.) The NYT is available online at www.nytimes.com. The Times also offers a student discount rate on student subscriptions to hard copy editions.
2. The *NewsHour with Jim Lehrer* (Mon-Fri, on Public TV). In the local area there are at least 4 showings of the NewsHour per evening (6pm; 6:30 pm; 7pm and again around midnight). Check your local listings. The NewsHour is online at www.pbs.org/newshour/

**Recommended Media**
- Local Newspaper (Ann Arbor News, Detroit);
- CNN News and Policy discussions;
- “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).
- Evening Network News - (CBS, ABC, NBC).

**Other resources**
A list of the recommended readings is on reserve at the reference desk of the SW Library under Professor Karen Staller’s name.

**VI. Assignments and Grading**

**Library Assignment** – Students should complete the library tutorial in September or early October. They must complete the library quiz with a score of 80% or better by Oct. 7th. (NOTE THE QUIZ WILL BE REMOVED FROM THE WEBSITE SHORTLY AFTER THIS DATE). The final course grade will be marked down one grade step (example: from A- to B+) for failure to satisfactorily complete the quiz. (See separate handout for assignment).
Class Participation - Students are expected to attend every class session and be prepared to participate in discussions and exercises (note: please bring the readings with you to class each week). To help facilitate class discussion, students will submit via email either 2-3 questions prompted by the readings or a paragraph reaction to the readings by 5 pm Monday PRIOR to our Tuesday morning class. I will use your questions/responses in class, so keep that in mind when preparing them. Failure to turn in at least 8 weekly responses during the semester will result in a decrease of one grade step (example from A- to B+).

Graded Assignments: The primary written assignment for this course entails a multi-part project on a single social problem, policy and program. Students must submit a “problem, policy, and program” statement by Sept. 27th which identifies the area the student plans to explore. (See separate handout for detailed assignment instructions).

- Problem, policy, program statement. Due Sept 27th.
- Part 1 examines social conditions, problems and policy. It is a maximum of 12 pages long. It is worth 25% of the final grade. Part 1 is due on October 11th at the start of class.
- Part 2, building on the material presented in Part 1, this paper examines a program associated with the policy and evaluates its effectiveness in addressing the social problem under consideration. It is a maximum of 10 pages long. It is worth 25% of the final grade. It is due November 15th at the start of class (as is Part 3).
- Part 3. The abstract which integrates Part 1 and Part 2 is worth 10% of the final grade. Part 3 is due on November 15th at the start of class.

Final Exam: The final is a cumulative take-home exam in essay question format. Questions will be inspired by course material as well as news accounts from various sources. The exam is NOT a current events quiz but rather will involve placing current events in political, cultural and/or historical context in light of material covered (and emphasized), in class and/or in reading assignments. The exam will be cover the entire semester and it is worth 40% of your grade. Distributed December 13th. Due date: December 20th - at twelve noon.

All assignments are due on the date and time specified. Lateness will result in a reduction of your grade for that assignment and consequently for the course. If you have schedule conflicts with one of the due dates, you must see me ahead of time. If you have any special needs with respect to religious observances, health or disability, or other concerns that may affect your fulfillment of any course requirements, please see me individually.

The criteria for each grade are as follows:

A or A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.

B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B Mastery of subject content at level of expected competency – meets course
expectations

**B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

**C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

**F** Student has failed to demonstrate minimal understanding of subject content.

**Four Notes on Grading:**

1. Class attendance and class participation are considered essential for this course. Therefore you are expected to attend, be prepared, and make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. Class participation is not directly graded, however, your involvement in the class may influence your final grade, particularly if you are between two grades.

2. I grade all papers **anonymously**. Put only your student identification number on your submitted work. After I have read and graded all the papers, I will determine which paper belongs to whom.

3. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.

4. In general, I do accept challenges to grades. However, challenges must be **in writing** (not verbal); must be **specific**, and must be based on **substantive** arguments (or mathematical errors) not on nebulous reference to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

**Guidelines for Written Work**

All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Page limits do not include title page, references, or any charts/tables. Use APA style for your papers, including proper headings, citations and page numbering. I grade all papers anonymously. With each paper submission, please include a title page with only your student ID #. After all papers are graded, I will identify the authors and record the grades.

In general, you should use peer-reviewed materials or original historical/primary source materials for your research papers. Government web sites may also be used as primary sources. If you use research published by research institutions (e.g. think tanks), try to balance their analyses with reports from other institutions with different political or ideological perspectives. When citing a website, be sure to fully spell out the website address, so that the reader can find web page you used. Use the SSW library resources/tutorial to help guide your research.

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. Please refer to your Student Guide to the Master’s in Social Work Degree Program 2003-2004 for further discussion of plagiarism.
Writing quality is important. Please read and re-read your work before turning it in. Also, it is generally helpful to have someone who is unfamiliar with your subject read your paper before you turn it in. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. For further assistance with writing, you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

VII. Schedule of Classes & Assignments

September 6th - Course Overview; What is Social Welfare?


Barusch:
Chapter 1 - Social Justice and Social Workers
Chapter 2 - The Government's Role

CP:

September 20th - Early Social Welfare and the Continued Importance of Ideas, Politics, and History

Barusch:
Chapter 3 - Policy Analysis and Policy Practice
Chapters 5-13 (pick one to skim)

Trattner:
Chapter 1 - The Background

CP:

September 27th - Colonial Social Welfare History and the Road to Civil War

ASSIGNMENT DUE: PROBLEM, POLICY AND PROGRAM STATEMENT

Barusch:
Chapter 5 - Poverty (pages 125-142)

Trattner:
Chapter 2 - Colonial America
Chapter 3 - The Era of the American Revolution
Chapter 4 - The Trend Toward Indoor Relief

October 4th - From the Civil War to the Progressive Era, the Roots of Social Work

ASSIGNMENT DUE: LIBRARY QUIZ MUST BE COMPLETED WITH MINIMUM SCORE OF 80%

Trattner:
Chapter 5 - The Civil War and After - Scientific Charity
Chapter 6 - Child Welfare (skim)
Chapter 7 - The Public Health Movement (skim)
Chapter 8 - The Settlement House Movement

CP:

October 11th - The Progressive Era and Roots of Social Work (continued)

ASSIGNMENT PART #1 DUE AT START OF CLASS

Trattner:
Chapter 9 - The Mental Health Movement (skim)
Chapter 10 - Renaissance of Public Welfare
Chapter 11 - The Quest for Professionalization
Chapter 12 - Social Work and Welfare in the 1920's

CP:

October 18th - No Class, Enjoy Your Fall Break 😊

October 25th - The Depression, New Deal, and the Creation of the Welfare State

Barusch:
Chapter 4 - The Social Security Act

Trattner:
Chapter 13 - Depression and a New Deal
November 1st - Expanding the Welfare State through the “Discovery” of Poverty, and Johnson's "Great Society"

Barusch:
Chapter 15 - People of Color (pages 157-169)

Trattner:
Chapter 14 - From World War to Great Society

CP:

November 8th - Retracting the Welfare State, featuring Reagan's Revolution and Clinton's Welfare Reform

Barusch:
Chapter 5 - Poverty (review/finish)

Trattner:
Prefaces 1st through 6th editions (Please read in chronological order)
Chapter 15 - A Transitional Era
Chapter 16 - War on the Welfare State
Chapter 17 - Looking Forward-Or Backward

CP:
November 15th - Faith, Politics, International Wars, and Domestic Court Battles: Social Welfare in the New Millennium

**ASSIGNMENT PART #2 AND PART #3: DUE AT START OF CLASS**

**Barusch:**
Chapter 9 - People of Color (review/finish)
Chapter 10 - Gay, Lesbian, Bisexual, and Transgendered Individuals

**CP:**

November 22nd - Policies and Services: Health Care and the Elderly

**Barusch:**
Chapter 6 - Physical Illness
Chapter 8 - Disability
Chapter 13 - The Elderly

**Trattner:**
Chapters 7 - The Public Health Movement (review)

**CP:**

November 29th - Policies and Services: Mental Health and the Criminal Justice System

**Barusch:**
Chapter 8 - Mental Illness

**Trattner:**
Chapter 9 - The Mental Health Movement (review)

**CP:**
December 6th - Policies and Services: Children and Families

Barusch:
Chapter 11 - Children
Chapter 12 - Women

Trattner:
Chapter 6 - Child Welfare (review)

CP:

December 13th - Wrap Up; Globalization, International Social Welfare, and Other Social Welfare Challenges

FINAL EXAM DISTRIBUTED: DUE DECEMBER 20th AT TWELVE NOON

Barusch:
Chapter 14 - A Glance toward the Future

CP: