1. 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 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/research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services.

2. 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.

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 case, 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.

3. Course Objectives:

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

1. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession.
2. 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.
3. Discuss the strengths and limitations of the current social welfare system in terms of the functions of the 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.
4. 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 corrections.
5. 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.

4. Relationship of the Course to Four Curricular Themes:

1. *Multiculturalism and Diversity*. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.
3. **Promotion, Prevention, Treatment, and Rehabilitation.** The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

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

5. **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.

6. **Course Requirements:**

**Attendance**

I expect you to attend and be prepared to take part in each class session. Attendance is important for you to keep up with course work. Missing classes may reduce your final grade. As adult learners, I expect you to make appropriate decisions about attending class. Please notify me as soon as possible if you must miss a class. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. I will leave handouts on the corner of the front desk of the classroom so you may pick them up when you enter.

**Written assignments**

**Library Assignment** – Students are expected to complete the library tutorial in September or early October. They must complete the library quiz with a score of 80% of better by October 7th (NOTE THE QUIZ WILL BE REMOVED FROM THE WEBSITE SHORTLY AFTER THIS DATE). Your 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 the assignment.)*

**Graded Assignment:** The primary written assignment for this course entails a three-part project on a single social problem, policy and program. Students must submit a “Problem, policy, and program” statement by September 27th that identifies the area the student plans to explore. *(See separate handout of the assignment.)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem, policy, program statement.</td>
<td>September 27</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Part 1 – Social conditions, problem, policy</td>
<td>October 11th</td>
<td>25%</td>
</tr>
<tr>
<td>Part 2 – Program description and program evaluation.</td>
<td>November 8th</td>
<td>25%</td>
</tr>
<tr>
<td>Part 3 – Abstract of parts 1 and 2</td>
<td>November 8th</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Individual Final Examination**

The final exam will be comprehensive take-home essay exam. I will discuss the exact nature of the exam during the last weeks of the term. I will distribute the exam on December 6th.
It is due in class on December 13th. It is worth 40% of your final grade.

**Format of papers**

All papers must be typewritten, double-spaced and have a 12 point font with one inch margins. Number your pages. Use APA¹ for your papers, including proper headings and citations. I will accept e-mail submissions if you follow the specific instructions below for those submissions.

I grade all papers for my classes **anonymously**. Do not put your name anywhere in or on your submissions. Put your student identification number in the header. For electronic mail submissions, send your paper as an attachment saved in Word format with your student identification number as the title of the document (12345678.doc). I will transfer electronic submissions to a separate folder so that it will remain anonymous to me. If I receive papers via e-mail that are incorrectly labeled, I’ll return them to the senders for correction.

Be sure to keep a copy of any submission. I have yet to lose a student’s paper, but it could happen.

**General Expectations for Written Work**

I fully expect that in all written work that students will adhere to the following NASW editorial policy:

> In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3*, Summer 1986.)

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries that are completed for another course are not acceptable and will be assigned 0 points. **Please read sections 4.0311, 4.0312, 4.091 in your Student Guide. In addition read the page on plagiarism from the University of Michigan Libraries at**

http://www.lib.umich.edu/handouts/plagiar.pdf

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

I consider both content and format assigning grades. Though I weigh content more heavily in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or

phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, 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. The School has arranged for special writing assistance for international students. Please take advantage of these services.

7. Grading

On each assignment, I will assign a numerical grade that corresponds to a letter grade. The criteria for letter grades 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 is 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.
- **E** Student has failed to demonstrate minimal understanding of subject content.

I understand that grading is a subjective process and do my best to minimize that subjectivity. In addition to reading and evaluating your papers anonymously, I use a template for each assignment to assess your papers and compare each paper to that template, not to one another. If, after you read my feedback, you have further questions, please see me about them. I will re-read your paper if you have specific concerns. I will do so only in response to written challenges that are specific and based on substantive arguments, not on nebulous references to “fairness.” I reserve 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.

All assignments are due on the dates specified. Unless an extension contract has been arranged between me and a student, any assignment that is not completed on the due dates will be assigned 0 points.

**Incomplete Grades**
In general, I do not assign an incomplete grade for the class. In the event that a student has a major emergency, I will assign an incomplete, but will require that we create a contract that sets the date for completion of the course. Any work that is not turned in by that date will be assigned 0 points, and a final grade will be assigned.

**Course Grade**
Your final grade will be determined taking into account the following:
- Assignment part 1: 25%
- Assignment part 2: 25%
- Assignment part 3: 10%
Final exam: 40%

Although I do not assign points for class participation, I will take it into account when assessing your final grade. Participation is based on your preparedness for class, and quality, not the quantity of your contributions to the class. In order to assess your preparedness for class, I may give in-class assignments or “pop-quizzes.” These will not be graded per se, but may be used in case of “borderline” grades.

8. Course Materials:

There are two required texts for this class and a Course Pack. All texts are available on reserve from the Social Work Library. In addition to the texts, supplemental reading assignments will be given. Some materials will be distributed in class; other reading will be available on-line.

Required reading


The text books are available at Ulrich’s, Michigan Book and Supply and Michigan Union Bookstore.

The Course Pack is available at Excel on South University. The Table of Contents for the Course Pack is attached to the end of this syllabus. Each assignment is denoted by class session.

I may provide additional materials in class.

Required Media
Read the articles that appear on the front page of a major daily newspaper such as the *New York Times*, the *Washington Post*, the *Los Angeles Times*, or the *Chicago Tribune*. All of these papers are available on-line, however, there are very real advantages to reading them in print. In addition to these national papers, you should read a local newspaper.

Additional news sources
Local newspaper such as the *Ann Arbor News*, or the *Detroit Free Press*.
The NewsHour with Jim Leher. This show broadcast each weeknight on your local PBS station. Times vary. There are at least four broadcasts each evening. In addition, The NewsHour is online at http://www/pbs.org/newshour.

“All Things Considered” or “Morning Edition” on National Public Radio. These can be accessed locally via WUOM-FM (91.7), WKAR-FM (90.5) or WDET-FM (101.9). They are also available on-line as live broadcasts or via the NPR website: http://www.npr.org.

Internet
You will find many useful resources on the internet, however, you should know that you must exercise caution when you use internet sources. In general, most web materials should be cited as secondary data, and you should use peer-reviewed materials or original historical materials for primary resources. Government web sites may be used as primary sources. If you use research published by political sciences research institutions (think tanks) you must take care to acknowledge any known biases of the groups and should try to balance their work with work from other institutions with a different political ideological perspective. If you are required to read or use a particular website for assignments, I will have placed a link to it on the course website, and noted it as an assignment. I have also posted on the coursetools site a page built by our library with useful links to other websites. This is a limited list, and, without doubt, you will expand on it. Please make sure that you cite all websites carefully. From your citation, I should find the page that you have used. Make certain that you include your download date in your citation as web pages change rapidly.

Recommended reading and documents
You will find a notebook in the library reserves under Professor Staller’s name with additional readings and documents that may enhance your understanding and critical thinking on the topics we will discuss in class. A list of the readings and documents are attached to this syllabus.

9. Course Outline.
There is a curse frequently attributed to the Chinese that states: “May you live in interesting times.” As I am sure you are well aware, we do live in interesting times. Whether they are cursed will be something that must be left to future historians. What is clear, however, is that interesting times means lots of social activity. As events occur, we may find that we will want to make changes in the schedule below. Any such changes will be fully discussed in advance.

I realize that the readings for each session are long. I expect you to use your best judgement about these assignments. During our first session, we will discuss strategies for getting the most out of them in order to prepare for class participation.

In addition to the assigned and recommended reading, I may bring in class handouts or make suggestions of interesting and informative articles as I come across them I hope that you, too, will share your finds with the class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class session</th>
<th>Preparation of session and due assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 7</td>
<td>Introduction: Course overview, grading, expectations, etc.</td>
<td>• <em>Course Pack also available online:</em> Reisch, M. (2002). Defining social justice…</td>
</tr>
<tr>
<td></td>
<td>What is social welfare policy?</td>
<td></td>
</tr>
<tr>
<td>September 14</td>
<td>The Federal Budget and Taxation</td>
<td>• Barusch: Chapters 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Course Pack, also available online:</em> Gronbjerg &amp; Salamon (2002). Devolution, marketization…</td>
</tr>
<tr>
<td>September 21</td>
<td>British Social Welfare History &amp; the U.S. Social Security Act</td>
<td>• Barusch: Chapters 3 &amp; 4 (skim)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trattner: Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Course Pack:</em> Somers &amp; Block (2002). From poverty to perversity…</td>
</tr>
<tr>
<td>September 28</td>
<td>Early American Social Welfare, Labor, and the Road to Civil War</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem, policy &amp; program statement due.</td>
<td>• Barush: Chapters 4-8 (skim for historical information)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trattner: Chapters 2-3</td>
</tr>
<tr>
<td>October 5*</td>
<td>Post Civil War, Progressive Era and Roots of Social Work</td>
<td>Complete Library Quiz by October 7th.</td>
</tr>
<tr>
<td>(Rosh Hashana)</td>
<td></td>
<td>• Barush: Chapters 4-8 (skim for historical information)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trattner: Chapters 4-5, 8, 6-7(skim).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Course Pack:</em> Rabinowitz (1974). From exclusion to segregation…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trattner: Chapters 10-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Course Pack:</em> Bussiere (1997). The “Maternalist” Movement</td>
</tr>
<tr>
<td>October 19</td>
<td>New Deal and Creation of the Welfare State: Social Security Act of 1935</td>
<td>• Barus: Chapter 4 (Skim Chapter 8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trattner: Chapter 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Course Pack also available online:</em> Longmore &amp; Goldberger (2002).</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Sources</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| November 2 | Regan Legacy: Retraction of the Welfare State; Clinton Re-defining Poverty | • Barusch: Chapter 5  
• Trattner: Chapters 14-15  
• Bernstein (2001) Let the war on poverty commence.  
• Lemann (1988). The unfinished war (2 parts) |
• Trattner Chapters 15-16; Prefaces 1st through 6th editions (please read in chronological order  
• Course Pack: DeParle, J (read this chapter before you write your assignment)  
• Bane and Ellwood (4). Welfare realities: From rhetoric to reform.  
• Danziger & Seefeld (2000). Ending welfare through Work First. (also available online.) |
| November 16 | Policies and Services: Health and Mental Health | • Barush, Chapters 9 & 10  
• Course Pack also available online: Poindexter (1997). Sociopolitical antecedents to Stonewall  
• Chaves (2003) Debunking Charitable Choice  
• Barush, Chapters 6, 7, & 8  
• Trattner, Chapters 7, 9, 17  
• Course Pack also available online: Mobrey & Holter (2002). Mental health and mental illness: Out of the closet  
• Berger (2001). Infant mortality |
• Gorin (2000). Inequality in health

November 23
NO CLASS – THANKSGIVING BREAK

November 30
Policies and Services: Children and Families

Final Exam Distributed
• Barush, Chapters 11 & 12
• Trattner, Chapter 6
• Course Pack:
  • Caring for infants and toddlers. (2001)
  • Kids Count webpage

December 7
Policies and Services for the Elderly and Wrap Up

Final Exams Due
• Barush, Chapters 13 & 14
• Course Pack: Goldberg (2002). Diminishing welfare
10. Housekeeping

Electronic Devices
In consideration of your classmates, and due to their disruptive nature, please turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Special Circumstances
If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me.

Religious Observances
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The University provides a list of religious holidays that might conflict with classes. This term, two holidays fall on a class day: Rosh Hashana, October 4th, and Diwali, November 1st. For more information on religious holidays, please see http://www.provost.umich.edu/calendar/religious_holidays_05-06.html.