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.

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.

**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 (recommended & documents).

Required texts may be purchased at Ulrich’s, Michigan Book and Supply and Michigan Union Bookstore.
Recommended Reading

All recommended reading is located on reserve in the social work library.

Document Reading

All documents cited as reading in this syllabus will be distributed by the professor in class the week before they are to be read.

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).
- West Wing (Sunday 8-9 pm) Perhaps Commander in Chief (with Geena Davis as president)?

VI. Written Assignments and Grading

Library Assignment - Students are expected to complete the library tutorial in September or earlier October. They must to complete the library quiz with a score of 80% or better by Oct. 4th. (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).

Graded Assignment : The primary written assignment for this course entails a two-part project on a single social problem, policy and program. Students must submit a “problem, policy, and program” statement by Sept. 28th which identifies the area the student plans to explore. (See separate handout of assignment).

- **Problem, policy, program statement.** Due Sept 28th.
- **Part 1** examines social conditions, problems and policy. It is a maximum of 10 pages long. **It is worth 25% of the final grade.** Part 1 is due on October 12th.
- **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 8 pages long. **It is worth 25% of the final grade.** It is due November 9th (as is Part 3)
- **Part 3.** The **abstract** which integrates Part 1 and Part 2 is **worth 10% of the final grade.** Part 2 is due on November 9th.
Graded Final Take-home Exam. - The final is a take-home exam in essay question format. Questions will be inspired by current news accounts from The New York Times and other news 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. It is comprehensive. There are copies of old final exams on reserve in the library. However, in reviewing old exams remember that the “text” of this course is dictated, to some extent, by current public discourse on social policy issues. So don’t be concerned if you see issues that have not been emphasized this semester. Distributed December 7th. Due date: IN CLASS on December 14th. It is worth 40% of the final grade.

Writing Assistance. For further assistance with writing you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

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 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.
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, to be prepared, and to 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.

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.

Academic Misconduct: Please acquaint yourself with University of Michigan, UM School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including
cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. You will find a discussion of plagiarism on of your Student Guide to the Master’s in Social Work Degree Program 2003-2004. Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

VII. Schedule of Classes & Assignments

September 7th - Introduction

Course overview, assignments, grading, expectations etc. What is social welfare policy? Why should social workers care? Definitions of Social Policy and theories of social justice. Race, gender, class, age, sexual orientation

In Class: Policy Definition and Social Justice Exercise

Required Reading:


Recommended Reading:


Suggested Exercise: Federal Budget Simulation


Required Reading:
Barusch, Chapters 1 & 2


Recommended Reading:


September 21th - British Social Welfare History and The U.S. Social Security Act


Required Reading:

Barusch, Chapter 3 (skim), 4 (skim)
Trattner, Chapter 1

Documents:

• Elizabethan Poor Law of 1601
• The Law of Settlement, 1662

Recommended Reading:


September 28th - Early American Social Welfare, Labor, and the Road to Civil War

ASSIGNMENT: PROBLEM, POLICY AND PROGRAM STATEMENT DUE

Reading:
Barusch, Chapters 4-8 SKIM for historical information
Trattner, Chapter 2-3

In Class Video: Excerpt 1776.

Documents:

- United States Constitution
- Thomas Jefferson, passage on slavery deleted from Declaration of Independence
- Miscellaneous Colonial Town Records (1665)
- Franklin, Benjamin “Petition to Parliament” (1767 or 1768)
- Colonial Statutes: Act Imposing a Duty on Persons Convicted of Heinous Crimes and to Prevent Poor and Impotent Persons Being Imported (1790)
- Peter Kaim, Comments of a Swedih Traveler (1747)
- The Binding of Moses Love, 1747
- Dix, Memorial to the Honorable The Senate and the General Assembly of the State of New Jersey
- Franklin Pierce: Veto Message, An Act Making a Grant of Public Lands to the Several States for the Benefit of Indigent Insane Persons, 1854

Recommended Reading:


October 5th - Post Civil War, Progressive Era and Roots of Social Work


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

In Class Video: The Women of Hull House.

Reading:

Barusch, Chapters 4-8 SKIM historical information
Trattner, Chapters 4-5, 8, 6-7 (skim).

Documents:

• Johnson, Veto Message (1866)
• Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1870, List of Murders, Alabama, 1866
• Bureau of Refugees, Freedmen, and Abandoned Lands, Registers of Signatures of Depositors in Branches of the Freedmen’s Saving and Trust Company, August 21, 1874
• Alabama’s 6 State Constitutions: 1819; 1861; 1865; 1869;1875; and 1901 (on line at: legislature. State. al.us/misc/history/constitution.
• Brinkley, J. (2004). American companies rebuilding Iraq find they are having to start from the ground up. New York Times, I11.

Recommended Reading:


October 12th - Progressive Era and Roots of Social Work (continued)

ASSIGMENT 1 DUE AT START OF CLASS.

Reading:
Trattner, Chapters 10-12


Documents:

• Lowell, Josephine (1884). Public Relief and Private Charity
• An Act to Prohibit the Coming of Chinese Laborers to the United States, September 13, 1888
• Amos G. Warner, Notes on the Statistical Determination of Causes of Poverty, 1889
Recommended Reading:

- **See above.**

**In Class Video:** The Heart of Basset Place: W. Gertrude Brown and the Wheatley House – the black settlement house movement, civil rights roots, head start model.

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**October 19th - New Deal and Creation of the Welfare State: Social Security Act**

The Great Depression: Roosevelt's New Deal. Poor relief or work relief: policy struggles in the New Deal. The Court Packing Plan. The role of the federal government in social welfare. The structure of the social security act and its importance as a conceptual blueprint. The “Creation” of the welfare state. Revisiting the notion of “worthy” and “unworthy” poor and Elizabethan Poor Law.

**In Class Video:** Harry Hopkins (FDR and the New Deal).

**Reading:**
Barusch, Chapter 4 (Skim Chapter 8)
Trattner, Chapters 13


**Documents:**

- Franklin Delano Roosevelt, Fireside Chat on Reorganization of the Judiciary, March 9, 1937
- Franklin Delano Roosevelt, Economic Bill of Rights, proposed January 11, 1944
- A WPA Farmer Tells his Story, 1938
- Falk, Myron (1944). *Social Action on Settlement Laws*

**Recommended Reading:**


October 26th - The “Discovery” of Poverty, Great Society, Anti-poverty programs, and the Expansion of the Welfare State


In Class Video: The War on Poverty: Given a Chance

Reading:
Barusch, Chapter 5
Trattner, Chapters 14-15.


Documents:
- John F. Kennedy, Nationally Televised Speech, June 11, 1963. Kennedy announces he will federalize the National Guard in order to integrate the University of Alabama.
- Martin Luther King, I Have a Dream Speech, August 28, 1963
- Governor George C. Wallace (Alabama), The Civil Rights Movement: Fraud, Sham, Hoax. July 4, 1964
- Lyndon B. Johnson, We Shall Overcome, March 15, 1965
- Alabama Literacy Test (in use until 1966).

Recommended Reading:

November 2nd - Reagan Legacy: Retraction of the Welfare State; Clinton Re-defining Poverty


ASSIGMENT 2 & 3: DUE AT START OF CLASS

In Class Video: NewsHour June 7, 2004. Reagan in his own words; and/or Historians remember “Reagan the Policy Maker”.

Required Reading:

Trattner, Chapters 15-16; Prefaces 1st through 6th editions (Please read in chronological order)


Documents:

- Contract with America
- The Republican Promises, NYT November 11, 1994
- Welfare Myths vs Facts (1971)
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWOA)
- Outline of TANF (2000).
- Data on AFDC/TANF (2000)
- Bonus to Reward States for High Performance under TANF (2000)

Recommended Reading:

November 9th – G.W. Bush:
Faith, Politics, Sexual Orientation, and Social Policy

G. W. Bush Years and Post 9/11 context: War on Terrorism. Legislation: USA PATRIOT Act, Leave No Child Behind (and legal challenges to it as an unfunded mandate). Faith-based initiatives and continuing the shift in social service responsibility. The Supreme Court's role in Lawrence v Texas (14th Amendment revisited,) and the implications for the LGBT civil rights movement. Intelligent design and Darwinism (education policy and debate)

Reading:
Barusch, Chapters 9 & 10


Video: Civil Union vs. Marriage Debate

Documents:

- Linda Greenhouse (December 4, 2002). Black robes don’t make the Justice, but the rest of the closet just might. New York Times.

Recommended Reading:


November 16th - Policies and Services: Health and Mental Health


FINAL EXAM DISTRIBUTED

Reading:
Barusch, Chapters 6, 7, & 8
Trattner, Chapters 7, 9, 17


Documents:
• Scott, J. (2005, May 16th). Life at the top in America isn’t just better, it’s longer. New York Times. (part of series on class in the U.S.)

November 30th - Policies and Services: Children and Families

Women vs. children or children as part of family? What is the target of policy? Day care and implications for children and their parents. Education: who pays, how is it delivered, to whom and how is accountability achieved? Conceptualization of “good” and “bad” children (and families).

**Reading:**
Barusch, Chapters 11 & 12
Trattner, Chapter 6


**Recommended Reading:**


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**December 7th - Policies and Services for the Elderly**

The Old vs. The Young? The problems of rhetorical debate that pits vulnerable populations against one another. The advantage of inter-generational and life-course policy frameworks. Similarities and differences: competence, health care, abuse and neglect. Demographic realities. Health care, long-term care, Older American Act, AARP.

**Reading:**
Barusch, Chapter 13

**Documents:**
- Types of Elder Abuse, National Center on Elder Abuse
- Trends in Elder Abuse in Domestic Settings, National Center of Elder Abuse

**Recommended Reading:**

December 14th - Wrap Up


Reading:
Barusch, Chapter 14

FINAL EXAMS DUE: At start of class on December 14th.