Course Description

This seminar traces the interrelated development of social policy and social services, the philosophy of social welfare, and the evolution of the social work profession in the United States. It analyzes the values and assumptions that form the foundation of existing services and institutions, and explores the social, economic, political, and cultural contexts in which they have developed. The seminar will explore the evolution of cash assistance and social service provision in light of the nation’s enduring legacy of economic and social inequality, racism, and sexism. It will examine those aspects of U.S. social welfare development that are unique and those it shares with other industrialized countries. Finally, it will analyze the development of the social work profession from different perspectives and assess the potential future of social services in the U.S. in the context of economic globalization and its consequences.

The seminar will focus in depth on such topics as:

- The emergence and transformation of the U.S. welfare state
- The development of social services in the U.S. from a multicultural perspective
- The role of women in the development of U.S. social welfare
- The differentiation of functions among the public, nonprofit, and for-profit sectors
- Different interpretations of the evolution of the social work profession in the U.S.
- The changing role of research and interdisciplinary influences in constructing the knowledge base of social services and social policies.
- The role of historical research in analyzing the emergence of U.S. social welfare and interpreting contemporary issues in their historical context

Prerequisites: The course is open to doctoral students in all departments and programs. Master’s students in social work, urban planning, public policy, nursing, women’s studies, African American studies, and other related fields may also enroll with the permission of the instructor.
**Required Readings**
Available at Shaman Drum Bookshop, 313 S. State St. (and on Reserve at SW Library)


Available at Excel Test Preparation, 1117 South University Ave. (and on Reserve at SW Library)

- A course pack of required secondary source readings and a set of historical documents/primary sources

Handouts distributed for specific class sessions will also be included as required readings

**Recommended Texts, Go to end of Syllabus, pp. 12-13**

**Course Organization and Assignments**
The course will be conducted as a seminar that combines short lectures by the instructor, presentations by students, and semi-structured discussions of course topics and readings. To be successful, a seminar requires the full participation of all members. This requires active and critical engagement with the course material, including the assigned readings.

**Assignment 1: In-Class Presentation/Mini-Lecture and Analysis of Historical Documents Essay (30%)**
Each student will briefly introduce and facilitate a discussion of the week’s topic, for the most part, a general overview of social welfare policy and social service development during a particular historical era. (The beginning date will depend on course enrollment.) The student will identify a salient issue or theme to kick off a discussion of the topic, the course readings, and their implications. Each mini-lecture should be approximately 10-15 minutes. In addition, the student will write an approximately 5-page essay analyzing the social welfare controversies of the period, as reflected in primary source documents. These can include required readings in the syllabus that are primary sources but must also cite other primary sources of the student’s choosing. The essay should address such questions as what are some of the social welfare problems at the time, what are some of the major welfare policy/program controversies. How are the debates framed around who is deserving of help and who is undeserving, how help to be distributed, who should provide, what are the responsibilities and entitlements of the needy, and what is the connection and role of social work. Further details and a schedule of presentations will be discussed in class.
Due: Presentations/Mini Lecture as scheduled in the seminar (10%)  
Essay due on the date of Mini-lecture or by Week 8 October 30, whichever comes first (20%)

Assignment 2: Research Paper/Presentation (60%) 
Students will select a topic of both historical and contemporary relevance in the social welfare field and prepare a journal length paper (15-20 pages, double-spaced, plus sources) and conference-style presentation. The paper should emphasize the historical roots of the issue, focusing on a primary era of interest, and the ways in which historical forces have shaped contemporary perspectives on policy and services in this field. Time will be set aside in the seminar to discuss students’ progress and problems with their papers, including issues of sources, methodology, and ideology. Students will also develop annotated bibliographies on their chosen topics fairly early in the term and make conference-type presentations of ~20 minutes toward the end of the semester, weeks 13-14.

An online tutorial on historical policy research is available through the SSW Library. Please see http://www.lib.umich.edu/socwork/rescue/sw820.html
Or, contact Sally Haines Lawler, 734 647-1903.

Suggested paper topics include (but are not limited to):

Income Assistance  
Social Security for the Aged  
Health Care Policy  
Disability  
Employment Support Programs  
Education  
Child care/early childhood  
Anti-discrimination/Civil Rights  
Housing

The parts of Assignment 2 will be graded as follows:

- **Topic selection (no grade)**  Due: Week 4, October 2
- **Annotated Bibliography (10%)**  Due: Week 6, Mid term Break
- **Presentation (20%)**  Due: TBA, Weeks 13 or 14
- **Paper (30%)**  Due: December 18

Class Participation (10%)  
Since the success of a seminar depends on the participation and mutual responsibility of all its members, it is expected that students will prepare the readings assignments for each week, and participate regularly, fully, and in a manner that demonstrates respect for their colleagues.
Grading
Grading Criteria for Written Assignments

The paper and analytic essay will be graded using the following criteria:

a) The quality of the analysis and depth of understanding of the concepts, ideas, and information presented.

b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.

c) The appropriate use of references and resources, and the variety of resources referenced.

d) The use of proper grammar and the overall professional presentation of the paper. **NOTE:** Please make time to proofread your writing and make sure to turn in a second or third draft.

Grading Criteria for the Course

Each written assignment will be given a letter grade. The criteria I use 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** 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.

Academic Integrity


CRLT web resources on academic integrity can also be found at [http://www.lib.umich.edu/acadintegrity/](http://www.lib.umich.edu/acadintegrity/)
Communications with Instructor

I will be available during office hours each week and I am also VERY willing to make appointments at other times. It is important to meet with me on your paper and presentation, to make sure I have helped with your topic selection, that you are on the “right track” with preparing these assignments, and to consult with me on any questions you have.

Also, if any of you have special needs or religious observances that require accommodation, please make an appointment or come by office hours. Contact me by e-mail, fax or telephone: sandrakd@umich.edu; fax: 734-615-8047; phone: 764-5254 or 615-4648.

Information on SSW policies on these accommodations is also available on line in the Student Guide -- [http://www.ssw.umich.edu/studentGuide/2006](http://www.ssw.umich.edu/studentGuide/2006)
Course Topics & Required Readings (In Coursepack or Texts)

Week 1: September 11  
Course Introduction

Week 2: September 18  
The Philosophic Roots of U.S. Social Welfare
Readings

Primary Sources:
Coursepack
- Karl Marx and Frederick Engels (1848). *The communist manifesto* (excerpts), New York: Verso Press. (Also available in many other sources)

Secondary Sources:
Axinn & Levin (A&L), Introduction, pp. 1-12
Reisch & Andrews (R&A), Chapter 1, pp. 1-12

Coursepack:

Week 3: September 25  
The Background to Modern U.S. Social Welfare
Readings

Primary Sources:
Coursepack

Secondary Sources:
A&L, Chapters 2-4, pp. 14-126
Coursepack

Week 4: October 2  The Progressive Era (reschedule for religious holiday)
Readings

Primary Sources:
Coursepack

Secondary Sources:
A&L, Chapter 5, pp. 127-172
R&A, Chapters 2-3, pp. 13-60
Patterson (*JP*), Part 1, pp. 3-33
Coursepack

**Due this week:  Topic for Final Paper**
Week 5: October 9  From World War I through the New Deal
Readings

Primary Sources:
Coursepack

Secondary Sources:
A&L, Chapter 6, pp. 173-226
R&A, Chapter 4, pp. 61-85
Coursepack

Week 6: October 16  Fall mini-break – no class

**Due this week: Annotated Bibliography**

Week 7: October 23  Postwar Emergence of the Welfare State
Readings

Primary Sources:
Coursepack


• Thurgood Marshall (1944, July 13). The legal attack to secure civil rights, address delivered at the NAACP wartime conference. (Reprinted in Meier, et al, pp. 250-260.)

Secondary Sources:
A&L, Chap. 7, pp. 227-276
R&A, Chaps. 5-6, pp. 87-134
Coursepack

Week 8: October 30 The War on Poverty & The Great Society
Readings

Primary Sources:
Coursepack
• Andrew Billingsley and Jeanne M. Giovannoni (1972). Black children and white child welfare, in Children of the storm: Black children and American child welfare (pp. 3-18), New York: Harcourt, Brace, Jovanovich.


Secondary Sources:
A&L, Chap. 7, pp. 227-276 (continued from previous week)
R&A, Chap.7, pp. 135-165
JP, Chaps. 6-9, pp. 97-149

** Due this week or before: Historical Documents Essay**
Week 9: November 6  Retrenchment & Retreat from Social Welfare

Readings

Primary Sources:
Coursepack

Secondary Sources:
- A&L, Chap.8 pp. 277-314
- R&A, Chaps. 8-9, pp. 167-208
- JP, Chaps. 10-14, pp. 153-216

Week 10: November 13  War on Public Welfare

Readings

Primary Sources:
Coursepack

Secondary Sources:
- JP, Chaps. 15-16, pp. 217-244
- A&L, Chap. 9, pp. 315-353

Coursepack

**Week 11: November 20**

Analyses of Welfare Reform’s Effects and Implications for Social Welfare Services

**Readings**

Handouts of papers from The Women’s Employment Study and Welfare Implementation Studies

**Week 12: November 27**

The Future of Social Welfare

**Readings**

**Primary Sources:**

**Coursepack**


**Handouts**

**Secondary Sources:**

**R&A**, Chaps. 10-11, pp. 209-235

**Weeks 13 & 14: December 4 & 11**

Class Presentations of Papers

**Week 15: December 18**

NO CLASS

**Due today: Final Paper**
Recommended Texts
(Available on reserve in the library. Please use for research papers and for alternative analyses/interpretations of the history of social welfare and social work.)

A. Books on the History of U.S. Social Welfare

B. Books with Particular Attention to Multicultural Aspects of U.S. Social Welfare

C. **Books on the History of the Social Work Profession in the U.S.**


**Note:** The bibliography of U.S. social welfare and the history of social work is enormous and growing. This syllabus attempts to balance primary and secondary sources that address some (but not all) of the major issues and historical epochs. Please feel free to highlight from your research and in your annotated bibliographies any additional readings that you find especially helpful and perhaps important to add to the syllabus for future SW 820 classes.