COURSE DESCRIPTION
This is a course aimed at introducing students to the study of international social welfare. The overall approach is comparative, and the general focus is on how historical, sociopolitical, economic, and ideological factors and conditions affect the manner in which selected nation states structure social provision to their citizens. The purpose of the course is twofold: (1) to advance student awareness and knowledge of differences and similarities characterizing systems of social provision across different societies; and (2) to help students critically analyze the nature and origins of these similarities and differences, and to consider the implications for vulnerable populations and policy development, as well as for social work's place and role in contributing to improvements and change on an international basis. Minimum competencies students are expected to demonstrate at the end of the course include:

a) an understanding of basic concepts and terms and how to use them descriptively in characterizing similarities and differences across different systems of national social provision.

b) an understanding of the origin and nature of similarities and differences across different systems of national social provision, and the capacity to pose analytic questions about their implications for social policy development and change, vulnerable populations, the structuring of service delivery systems, and social work's role in promoting social change and improvements.

c) an increased awareness of the national and international forces that influence how nation states structure their systems of social provision, and the implications for disadvantaged and vulnerable population within specific societies.

d) increased understanding of comparative methods of analysis, and skill in using them in the analysis of international social welfare issues.

e) an understanding of the contributions of social policy and social services in promoting social and economic development in various parts of the world.

REQUIRED TEXTS
There are five required texts. All are available at the Shaman Drum Bookshop, 311-315 South State Street, Ann Arbor. Additional material pertaining to various themes and topics will be distributed or assigned from time to time by the instructor. The texts are:


DESIGN
The format is lecture, with questions and discussion, as well as organized class discussion.

GRADING AND REQUIREMENTS
The overall grade for the course will be based on class participation and completion of weekly assignments. Their respective weightings are 20% and 80%. Assignments are to be submitted via the course's website at http://coursertools.umm.uoregon.edu/2001/winter/swps/743/001.nsf, or via the student gateway site at http://coursertools.umm.uoregon.edu/mycourses. All assignments are due by the beginning of the class in which the readings on which they are based are to be discussed. Students should also bring a hard copy of the assignment to class for use in raising questions and informing discussion.

Evaluation Criteria -- Following are the main criteria applied in the assessment of class presentations and written assignments:

1. Definition and maintenance of a clear focus.
2. Systematic and logical presentation of arguments
3. Appropriate use of evidence.
4. Development of relevant and interesting insights.
5. Familiarity with, and appropriate use of relevant literature.
6. Clarity of presentation.
7. Conformity with the requirements of the assignment.

SCHEDULE FOR READING, WRITING AND DISCUSSION

1. Wednesday, January 10,
   Introduction and organization

2. Wednesday, January 17
   Reading: Polanyi -- The Great Transformation Forward, Parts 1 & 2(1)
   Writing due at the beginning of class:
   The title of this paper is ‘Getting to Know the Origins of Our Times.” What did you learn about social and economic history that you did not know before? What in these chapters struck you as particularly stimulating and valuable, as boring and irrelevant? Would you recommend these chapters to others? Discuss your answers? Use no more than 4 double-spaced pages.

3. Wednesday, January 24
   Reading: Polanyi -- The Great Transformation Parts 2(2) & 3
   Writing due at the beginning of class:
   The title of this paper is “A Review of Polanyi: Reflections and Critical Thoughts.” Now that you have finished reading the Polanyi book, write a review summarizing your evaluations. In the review, you should comment somewhere on the suitability, or lack thereof, of the book for use in orienting social work students to understanding historical background on international social welfare. Use no more than 5 double-space pages.

4. Wednesday, January 31
   Reading: Hayek -- The Road to Serfdom Introductions, Prefaces, Chs. I - VII
   Writing due at the beginning of class:
   The title of this paper is “All I Ever Wanted to Know Historically about the Democracy-Social Planning Debate.” What did you learn about democracy and social planning that you did not know before? What in these chapters struck you as particularly stimulating and valuable, as boring and
irrelevant? Would you recommend these chapters to others? Discuss your answers? Use no more than 4 double-spaced pages.

5. Wednesday, February 7
   Reading: Hayek -- *The Road to Serfdom* Chs. VIII - XVI
   Writing due at the beginning of class:
   The title of this paper is “A Review of Hayek: Reflections and Critical Thoughts.” Now that you have finished reading the Hayek book, write a review summarizing your evaluations. In the review, you should comment somewhere on the suitability, or lack thereof, of the book for use in orienting social work students to understanding historical background on international social welfare. Use no more than 5 double-space pages.

6. Wednesday, February 14
   Reading: Titmuss -- *The Gift Relationship* Part II
   Writing due at the beginning of class:
   The title of this paper is “All I Ever Wanted to Know about the Comparative Study of Social Policy.” What did you learn about the comparative study of social policy that you did not know before? What in these chapters struck you as particularly stimulating and valuable, as boring and irrelevant? Would you recommend these chapters to others? Discuss your answers? Use no more than 4 double-spaced pages.

7. Wednesday, February 21
   Reading: Titmuss -- *The Gift Relationship* Parts I & III
   Writing due at the beginning of class:
   The title of this paper is “A Review of Titmuss: Reflections and Critical Thoughts.” Now that you have finished reading the Titmuss book, write a review summarizing your evaluations. In the review, you should comment somewhere on the suitability, or lack thereof, of the book for use in orienting social work students to understanding the comparative approach to the study of international social welfare. Use no more than 5 double-space pages.

8. Wednesday, March 7
   Reading: Esping-Andersen -- *The Three Worlds of Welfare Capitalism* Introduction & Part I
   Writing due at the beginning of class:
   The title of this paper is “All I Ever Wanted to Know about the Comparative Study of the Welfare State.” What did you learn about the comparative study of the welfare state that you did not know before? What in these chapters struck you as particularly stimulating and valuable, as boring and irrelevant? Would you recommend these chapters to others? Discuss your answers? Use no more than 4 double-spaced pages.

9. Wednesday, March 14
   Reading: Esping-Andersen -- *The Three Worlds of Welfare Capitalism* Part II & Conclusion
   Writing due at the beginning of class:
   The title of this paper is “A Review of Esping-Andersen: Reflections and Critical Thoughts.” Now that you have finished reading the Esping-Andersen book, write a review summarizing your evaluations. In the review, you should comment somewhere on the suitability, or lack thereof, of the book for use by social work students for studying international social welfare. Use no more than 5 double-space pages.

10. Wednesday, March 21
    Reading: O'Connor, Orloff, and Shaver -- *States, Markets, Families* Chs. 1-3
    Writing due at the beginning of class:
The title of this paper is “All I Ever Wanted to Know about Gender, Families and the Comparative Study of the Welfare State.” What did you learn about gender, families and the comparative study of the welfare state that you did not know before? What in these chapters struck you as particularly stimulating and valuable, as boring and irrelevant? Would you recommend these chapters to others? Discuss your answers? Use no more than 4 double-spaced pages.

11. Wednesday, March 28
   Reading: O'Connor, Orloff, and Shaver -- States, Markets, Families Chs. 4 & 5
   Writing due at the beginning of class:
   The title of this paper is “More on All I Ever Wanted to Know about Gender, Families and the Comparative Study of the Welfare State.” What did you learn about gender, families and the comparative study of the welfare state that you did not know before? What in these chapters struck you as particularly stimulating and valuable, as boring and irrelevant? Would you recommend these chapters to others? Discuss your answers? Use no more than 4 double-spaced pages.

12. Wednesday, April 4
   Reading: O'Connor, Orloff, and Shaver -- States, Markets, Families Chs. 6 & 7
   Writing due at the beginning of class:
   The title of this paper is “A Review of O'Connor, Orloff, and Shaver: Reflections and Critical Thoughts.” Now that you have finished reading the O'Connor, Orloff, and Shaver book, write a review summarizing your evaluations. In the review, you should comment somewhere on the suitability, or lack thereof, of the book for use by social work students for the comparative study of gender, families and international social welfare. Use no more than 5 double-space pages.

13. Wednesday, April 11
   Topic: Review, discussion, evaluation
   Reading: None
   Writing due at the beginning of class:
   The title of this paper is “An Exemplar for Social Work.” Identify the best book you read in this course, explain why it is the best book, and what implications you think it has for helping social work contribute to policy and practice in international social welfare. Use no more than 5 double-space pages.

RELATIONSHIP TO CURRICULAR THEMES
Multiculturalism and Diversity are addressed in the sense that comparative analysis across different societies necessarily involves explicit consideration of the significance of differences in ethnicity and culture, as well as of the role of gender.

Social Justice and Social Change are addressed from the perspective of understanding the role that social policies and systems of social provision play in maximizing the welfare of the least advantaged and the most oppressed groups in the various societies under study.

Promotion, Prevention, Treatment, and Rehabilitation are addressed through consideration of how social policies and systems of social provision promote social well being and prevent or rectify the emergence or maintenance of socially problematic structures, conditions and processes.

Behavioral and Social Science Theory and Research are addressed in the sense that the comparative study of how nation states structure systems of social provision is a domain of social science inquiry in its own right, characterized by a strong, multidisciplinary tradition of empirical investigation and theoretical analysis. The course is centered on literature from this domain; students will acquire foundation knowledge about international social welfare by reading and analyzing important contributions to this literature.
OTHER CONSIDERATIONS

1. Submission dates for written papers are firm, with exception without penalty generally being granted only for medical reasons established by a physician's statement. Otherwise, papers turned in after the submission date will be penalized 1% per day to a maximum of 5% per week up to a total of 15%. Papers submitted more than 3 weeks after the submission date will be awarded an "E" i.e. failure, unless conditions for an incomplete, i.e. "I," have been satisfied (see "Student Guide to the Master's in Social Work Degree Program" The University of Michigan, School of Social Work).

2. All written submissions should be typed and double-spaced. They must follow an established academic convention for organization, pagination, footnoting, table and figure presentation and bibliographic references. Papers not complying with an established convention will be returned, with penalties for late submission being applied. For papers exceeding length requirements of assignment, only the number of pages specified in the assignment will be graded.

3. Students are expected to attend all classes. Excessive absences may lead to a failing grade.