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
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.

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

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**
   
   You are expected to attend and to be prepared to take part in each class session. Attendance is important for you to keep up with course work. Missing three classes will reduce your final grade one half grade (e.g. an A will be reduced to an A-) and each additional absence will reduce your final grade an additional half 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 by the door of the classroom so you may pick them up when you enter.

   **Written assignments**
   
   You must complete one of two term assignments. Option One is specifically outlined below and on the class coursetools site; option two is discussed below option one. You will have to decide by September 17 which option you will select, but you may change your choice up until September 24. After that date, you must complete the option that you have selected.

   **Option One:** You will complete a term assignment in four sections (a total of about 40 pages). They are built around a single topic of your choice. You will need, by the second week of class, to identify the topic and have found at least three suitable references about the policy and three about the associated social problem. The details of your assignment are posted on the class coursetools site (http:\coursetools.ummu.umich.edu) and a brief description follows.

   Within a field of service, you will select a federal or state policy that has been implemented for at least five years. For this policy, you will write the following four papers:

   1. An historical analysis of the conception of the policy. **Due: October 8, 2001.**
2. An analysis of the social problem for which the policy was developed. Due: October 29, 2001.


4. A discussion of how policies and programs in other fields of service address the social problem of interest. Due: December 10, 2001.

Option Two: Design your own assignment. If you chose to use this option, you must complete a project of equivalent scope, and must focus on social welfare policy and services. It must have multiple parts so that I can give you feedback as you pursue your project. Possible projects include an in depth historical analysis of the management of a specific social problem from the inception of the United States until now; a close examination of the efforts of one or more social workers or social action organizations in the development and implementation of policies and programs to ameliorate social problems. You may use methods other than papers to prepare your project (e.g. audio and video recordings, or creation of a web page). Regardless of how you complete this project, you must use primary source data to support your findings and you must prepare a complete bibliography of your sources. You must present your project to the class during the final session of class. Should you decide to complete your term assignment with option two, you must inform me in writing on week 2 of the class (September 17) and make an appointment to meet with me about the project between September 17 and September 24.

Format of papers
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA\(^1\) for your papers, including proper headings and citations.

I grade all papers for my classes anonymously. You may submit your assignments on PC disk in Word format, or on paper. If you provide a disk, do not include your name on the disk label or on the file containing your paper. Include a separate file with your name only, which you should save with the title “author.” Make sure that you put something on the disk label to identify it, but use a different label or different disk for each assignment.

With each paper submission, include a title page without your name on it, and provide a separate duplicate title page with your name. Only after I have read and graded all the papers, will I determine which paper belongs to whom.

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 refer to page 50 of your *Student Guide to the Master’s in Social Work Degree Program 2001-2002* for further discussion of plagiarism.**

Both content and format will be considered in assigning grades. Though content is more heavily weighted 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.

Before you begin working on class assignments, please read the section in your *Student Guide to the Master’s in Social Work Degree Program 2001-2002* titled *Writing Term Papers and Research Papers at the University of Michigan* by Professor Sherrie A. Kossoudji (pp. 54 – 67).

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.

7. Grading

Each assignment will be given a letter grade. 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.

- **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 reading and evaluating your papers anonymously, I use the template for your 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, however, I do not usually change a grade on a paper unless a student (1) can show me that something was included that I thought was missing; or, (2) re-writes the paper. In the event that a student chooses to re-write the paper, I will assign the mean grade for the two papers.

All assignments are due on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the paper’s due date. 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.

Your final grade will be determined taking into account the following:
Historical analysis: 10%
Social Problem Analysis: 25%
Policy Analysis: 40%
Other service areas and policies: 15%
Class preparation and participation: 10%

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and exercises, but also on the quality of your contributions.

8. Course Materials:

There are two required texts for this class and two recommended texts. 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 texts:


Recommended texts:


All books are available at Ulrich's, Michigan Book and Supply and Michigan Union Bookstore.
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 your papers. 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.

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.

I have included recommended reading from Social Work Speaks. National Association of Social Workers Policy Statements 2000-2003. Each policy statement is rather brief. You may read any or all of the ones attached to a course session. A copy of SWS is on reserve in the School’s library.

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 10</td>
<td>Introductions – Discuss course plan, and how to manage lots and lots of reading. Overview of social welfare policy Social problem analysis</td>
<td>Chambers, Chap 1 (Available as a Word document on the class coursetools site. If you prefer, you may borrow the document from me and copy it.) Jansson pp. ix-27 Midgley et al., pp. xi-39</td>
</tr>
<tr>
<td>September 17</td>
<td>What is social welfare? Social Policy Analysis</td>
<td>Term project topic and initial references due.</td>
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<td></td>
<td><strong>Please be on time as the exercise takes the full class period.</strong></td>
<td>Poverty Matters – Children’s Defense Fund (see coursetools for internet link). Myths &amp; Facts about welfare in Michigan (see coursetools for internet link.) Recommended: SWS pp. 81-88</td>
</tr>
</tbody>
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October 1  United States Social Welfare History – Early years through the Civil War  
Jansson pp. 28-122  
Midgley et al., pp. 85-96  

October 8  United States Social Welfare History – Progressive era  
Social Work Ethics  
Jansson, pp. 123-165  
Midgley et al., pp. 97-110  
Codes of Ethics Handouts  
Recommended: SWS pp. 238-243

October 15  United States Social Welfare History - New Deal  
Social Security  
Jansson, pp. 166-227  
Midgley et al, pp. 111-126 and 187-207  
Return Historical analysis.
October 22  United States Social Welfare History
          - Great Society
          Antipoverty Programs
          Guest Speaker
          Jansson, pp. 228-305
          Midgley et al., pp. 127-142 and 175-185
          Recommended: SWS pp. 296-299

October 29  United States Social Welfare History
          - Reagan and beyond
          Social problem definition/analysis
          paper due.
          Jansson pp. 306-406
          Midgley et al., pp. 143-153 and 377-392

November 5 Poverty
          Foundation for Child Development
          (www.ffcd.org/ourwork.htm – or link from coursetools.)
          (http://www.nytimes.com/2001/07/08/weekinreview/08SENG.html or link
          from coursetools.)
          Recommended: SWS pp. 81-88 and 156-160

November 12  Policies and Services for Children and Families
          Midgley, pp. 155-174 and 331-347
          Return problem definition/analysis.
November 19  Policies and Services for the Elderly  Midgley et al., pp. 209-220

Recommended: SWS pp. 41-44, 161-163, 209-214, and 280-287

November 26  Policies and Services for Health and Disabilities  Social policy analysis paper due.

Midgley et al., pp. 221-236 and 277-292

Recommended: SWS pp. 3-7, 8-14, 19-26, 109-117, 141-146, 147-155, 215-221, and 244-249

December 3  Policies and Services for Mental Health  Midgley et al., 257-276 and 293-311

Policies and Services in Correction

Recommended: SSW pp. 32-40, 54-58, 187-192, and 222-228

December 10  Wrap Up – Social work and policy practice and other issues  Policy interaction paper due.

Jansson pp. 407-455
Midgley et al., pp. 447-460 and 477-501

10. Source Materials:
In addition to the required and recommended texts, there are various useful books, journals and newspapers that you will want to use for learning about specific social problems and policies. Below is a list of books that have been compiled by the School of Social Work faculty that may be of use to you.

History of Social Welfare Policy:

Poverty and Social Policy:

Marginalization, Social Stigma and Social Policies:

Children and Aging:

Urban Development and Housing:

Health Care and Social Policies:

International Perspectives on Social Policy Issues:
In addition to these books, you will find that articles in various journals such as the ones below (a very brief list only) and major newspapers, such as the NY Times, will give you important policy information.

Aging and Social Policy
American Journal of Public Health
Child Welfare
Children and Youth Services Review
Children Today
Crime and Delinquency
Family and Child Mental Health
The Gerontologist
Journal of Health and Social Policy
Social Policy
Social Problems
Social Services Review
Social Work
Social Welfare/Public Welfare

11. Housekeeping

Electronic Devices
In consideration of your classmates, and due to their disruptive nature, I request that all students 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.