“If a nation expects to be both ignorant and free.
It expects what never was, and never will be.”
Thomas Jefferson

“If we cannot end now our differences, at least
we can help make the world safe for diversity.”
John Kennedy

“What I want above all is, that this
remains a country where someone can always
get rich.”
Ronald Reagan

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.

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 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.

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.

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.
**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.

**Required Texts**

Required texts may be purchased at Ulrich’s, Michigan Book and Supply, and the Michigan Union Bookstore. The instructor will provide additional required reading materials in the form of handouts. Copies of the recommended supplemental reading course packs are available in the library or on-line at the website address indicated in the syllabus.

**Course Resources:**
A special web page with hot links to a variety of policy resources including documents such as *A Citizen’s Guide to State Government, 2000 – 2001* and the *U.S. Constitution* is available to all 530 sections at [http://www.lib.umich.edu/socworks/sw530.html](http://www.lib.umich.edu/socworks/sw530.html)


Below is a list of books that have been compiled by the School of Social Work faculty that may be of use to you in completing your coursework.


Journals like the ones listed below and major reputable newspapers, such as the New York Times, Washington Post, or Wall Street Journal, are also sources of important policy information.

<table>
<thead>
<tr>
<th>Aging and Social Policy</th>
<th>Social Work</th>
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<tr>
<td>Social Welfare</td>
<td>Public Welfare</td>
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<tr>
<td>Journal of Poverty</td>
<td>Journal of Children and Poverty</td>
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<td>Journal of Policy Analysis and Management</td>
<td>Journal of Applied Gerontology</td>
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<tr>
<td>Journal of Research in Crime and Delinquency</td>
<td>Journal of Gay and Lesbian Social Services</td>
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<td>Public Budgeting and Finance</td>
<td>American Journal of Public Health</td>
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<td>Child Welfare</td>
<td>Children and Youth Services Review</td>
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<td>Children Today</td>
<td>Crime and Delinquency</td>
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<td>Family and Child Mental Health</td>
<td>The Gerontologist</td>
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<tr>
<td>Journal of Health and Social Policy</td>
<td>Social Policy</td>
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<tr>
<td>Social Problems</td>
<td>Social Services Review</td>
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Housekeeping:
- Please turn off all pagers and cell phones during class time or set them on vibrate only as these electronic devices are disruptive to the educational process.
- Please consult me if you have any special needs that we need to accommodate to maximize your learning experience.

Course Requirements:
1. Participation. Students are expected to fully participate in the learning process and to assist in the development of a comfortable, stimulating classroom environment. Attendance is required and students who miss a session are responsible for securing lecture notes from their peers, and handouts from the instructor. Active participation is essential to the success of this course (individually for you and collectively for all the students). This includes coming on time and being prepared, having read the required readings for each session, exercising good listening skills, contributing analytical comments, asking questions, participating in classroom activities, and consulting with the professor outside of class if necessary. Class participation is evaluated on quality as well as quantity. Passive,
aggressive, monopolizing, or whiny participation does not carry the weight of constructive participation. If religious holy days conflict with class attendance please notify me in writing at least two weeks in advance, so we can plan accordingly to ensure you receive the missed content from that session.

2. **Required Readings.** All required readings are to be completed before the day to which they are assigned. Required readings are in the course texts, course pack, on-line documents, and handout materials.

3. **Coursework Completion.** The assignments require students to conduct additional research that builds upon the information contained in both the readings and lectures. Students will be responsible for completing all written assignments by the due date and in accordance with the guidelines that follow. **Late assignments will automatically lose five points.**

4. **Writing Policy.** Good writing is an important skill for professional social workers. Students are encouraged to consult the section called “Writing Term Papers…” (p.54) in your *Student Guide to the Masters in Social Work Degree Program.* You may also find it instructive to read *The Publication Manual of the American Psychological Association* (4th Edition). Students are encouraged to make use of the LSA writing workshop, which provides assistance in writing specific assignments. To take advantage of this free program call (734) 764-0429. The writing workshop is available at 1139 Angell Hall, Room 1003. Student papers will be judged on clarity of writing, clear organization of ideas (headings and subheadings help), ability to incorporate class readings and lectures in the assignment, demonstration of additional research, brevity, and basic grammar. **All written assignments submitted by students should be double spaced in no less than 12-point font. Please page number and proofread your papers. Margins for written assignments should be no less than 1 inch all around. Failure to follow these guidelines will cost students points off their grade for the assignment.** Students are strongly encouraged to make and keep a copy of their written assignments as either the instructor or the student may occasionally lose these items.

5. **Writing Criteria.** Written assignments will be evaluated both for content and clarity of presentation using a checklist specific to each assignment, but covering the following criteria.

   - **Organization and Clarity:** Is the paper in the requested format? Does the paper follow the syllabus instructions in relationship to font size, etc.? Is the paper well written and organized in a logical manner? Are there appropriate transitions between paragraphs and sections? Are headings and subheadings used to improve organization? Are the sentence structure, syntax, and grammar of appropriate quality for a graduate student? Are the issues addressed in such a way that someone unfamiliar with the topic can understand them?

   - **Completeness and Thoroughness:** How fully have the issues been addressed? Has the student sufficiently researched the issue using library resources, interviews, and other means in order to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions are unanswered? Is the quality of issue/problem analysis at graduate level? Has the paper been carefully proofread?

   - **Referencing:** Are there a sufficient number of references? Has the theoretical and empirical literature on the subject been incorporated into the paper? Are references well integrated in the text of the paper? Are opinions/ideas supported by cited sources? Has referencing been done appropriately? Failure to reference another’s words or ideas is considered plagiarism and is a violation of academic integrity. Plagiarism alone is grounds for failure on an assignment. Please refer to page 50 of your *Student Guide to the Master’s in Social Work Degree Program 2001-2002* for a further discussion of plagiarism. A word about Internet referencing. Make sure you cite all websites carefully, from your citation, I should be able to find the page and article, database, etc. that you used. 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. No more than one-third of your citations for any assignment should be Internet citations.

- **Originality and Creativity:** Has the student used his or her analytical skills in a way that suggest more than a restatement of what others have said about the issue? (See the above discussion on plagiarism). Has the student compared, contrasted, and integrated different viewpoints and material on the subject in a way that shows s/he has a through understanding of the issue? Has the student suggested points that have not been addressed by others?

**Grading:**

It is best not to assume that you will receive an “A” in this course, due to the increased demands of graduate level studies. Most of you were “A” students as undergraduates, but as graduate students with the increased challenges of the work at this level it is natural that there will be some alterations in your grade averages. 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. I use a checklist for each assignment to assess your papers and compare each paper to that checklist. You will receive a copy of each assignments checklist well in advance of that assignments due date. However, your work will also be evaluated as it compares to that of your classmates for each assignment. If, after you read my feedback, you have questions or concerns about the grade, please put these concerns in writing to me. I will re-read a paper, but do not expect a grade change unless you can demonstrate that something was included that I thought was missing, or there was a math error. In the event that a student chooses to re-write the paper, I will assign the mean grade for the two papers.

Grades of A are reserved for student’s meeting all the above course requirements and whose work not only demonstrates excellent mastery of content, but undertakes complex or new issues and tasks, applies critical thinking skills to the assignments and in-class activities, and demonstrates creativity in their approach to the assignments. Grades of B are given to students whose work is judged to be very good and demonstrates a more than competent understanding of the material, who undertakes complex or new issues and tasks, applies critical thinking skills to the assignments and in-class activities, and demonstrates creativity in their approach to the assignments. A grade of C is given to student’s whose work is less than adequate and reflects only moderate grasp of content, fails to meet minimum standards for assignments and does not apply critical thinking skills. Your final grade in the class will be calculated by adding up your scores on the individual assignments. Final grade determinations are in accordance with the following apportioning:

- 97-100 = A+
- 93-96 = A
- 92-90 = A-
- 87-89 = B+
- 83-86 = B
- 82-80 = B-
- 77-79 = C+
- 76-73 = C
- 72-70 = C-

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<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
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<tr>
<td>Attendance &amp; Participation</td>
<td>5%</td>
<td>On-going</td>
</tr>
<tr>
<td>Website Analysis Memorandum</td>
<td>15%</td>
<td>October 1, 2001</td>
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<tr>
<td>Welfare Simulation Memorandum</td>
<td>10%</td>
<td>October 22, 2001</td>
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<tr>
<td>Budget Exercise</td>
<td>15%</td>
<td>November 12, 2001</td>
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<tr>
<td>Opinion Editorial</td>
<td>25%</td>
<td>November 19, 2001</td>
</tr>
<tr>
<td>Field of Service Research Paper</td>
<td>30%</td>
<td>December 10, 2001</td>
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**Website Analysis Memorandum:** This assignment will familiarize students with using the Internet for policy research. Not all Internet sites are credible sources. While doing this assignment think about your criteria for measuring a site’s reliability. Use the [http://www.lib.umich.edu/socworks/sw530.html](http://www.lib.umich.edu/socworks/sw530.html) to
hotlink to the two sites that can assist you in developing your criteria for measuring a site’s credibility. You may also use the web page to hotlink to a site for this analysis or you can visit a website of your choice. Write a three-page memorandum analyzing what you find at the site.

The format for this analysis memorandum should provide the website address, the sponsoring organization’s name, and a brief description of the site’s content (i.e., does it provide data, issue analyses, chat rooms or e-mail interactivity, are there links to other websites). This introductory paragraph should be followed by a commentary summarizing your analysis of the web site. Critically analyze the information at that website and how it relates to social work policy, social justice, and the social work profession. The memorandum must address the following questions. What are your criteria for a credible website and does the site meet these criteria? Do you agree or disagree with what you found at the site, and why? What points of view do the website’s materials not address? What are the implications of the information you found at the website for social work practice and/or social welfare policy?

Welfare Simulation Memorandum: Students will participate in a welfare simulation on 15 October 2001. Materials to prepare the students for the simulation will be distributed in advance. After you participate in the simulation, write a two-page memorandum describing the role you played in the simulation and your intellectual and affective response to the simulation.

Budget Exercise: Go to the website http://www.ist-ocrates.berkeley.edu:3333/budget/budget.html and play the long version of the National Budget Exercise. Print out your results. Write a two-page briefing paper that describes your version of the national budget. Questions that you should address include. Who are the winners and losers in the way you cut up the budgetary pie? How much are you increasing or decreasing revenues and expenditures? How did you handle tax expenditures? To prepare for this assignment go to http://www.lib.umich.edu/socworks/sw530.html, click on the link to the Citizen’s Guide to the Federal Budget and review the materials at this site.

Opinion Editorial: Beginning with the second week of class students should clip new paper articles about welfare reform, use these articles to inform your self about perceptions of welfare reform in the popular culture. Drawing from the research, your personal experience in the welfare simulation and these news paper articles to shape your arguments for a three-page opinion editorial on some aspect of the federal welfare reform bill passed in 1996, (P.L.104-193) and its impact on populations served by the social work profession. For example, childcare nutrition program changes, the prohibition against providing benefits to immigrants, changes in children’s eligibility for supplemental security income, the work participation requirements for single mothers with young children, and time limits. Students may also discuss barriers to work such as wage and benefit packages, childcare, transportation, education and skills, domestic violence and substance abuse. Since this legislation is to be reauthorized in 2002 make sure you state your recommendations for changes to this legislation as it is reauthorized. The “op-ed” should demonstrate your knowledge of the history of social welfare and its relationship to the issues shaping the welfare reform block grant. You will be graded on how well you demonstrate your knowledge of social welfare history, and how well you make your arguments using facts from the sources you cite. The format for this assignment is a business letter format with an attached page of endnotes, and your newspaper clippings. Students should select the newspaper they would like to send their opinion editorial to, and address their letter to the editor of that newspaper’s editorial page.

Field of Service Research Paper: Students are given an opportunity to delve into a field of service area that interests them through the preparation of this ten-page research paper. This document should not only describe the state of the art in the selected field of service, but should also describe the history/development of this field of service. Students should cite at least ten other research sources.
beyond the assigned class readings. All citations should be in proper APA style. Students should be prepared to describe their selected field of service for this paper in class on 8 October 2001. The following questions should be used as guidelines for developing this assignment.

1. What is the historical background of this field of service, when and where did it begin?
2. What problem or issues lead to the development of this field of service?
3. What is the field’s current status?
4. What are the strengths and weaknesses of this field?
5. What are the emerging issues in this field?

**Weekly Outline**

**Session 1. ** September 10, 2001

**Class Overview and Introduction to Social Policy and Social Work Practice**

- Course Content, Structure and Expectations
- The Role of Values and Ethics in Social Policy and Social Work Practice
- Discuss Course Ground Rules and Jansson’s Treatment of Out groups
- Student Assessments

**Required Readings:**

Jansson, Preface & Chapter 1.

**Handouts:**

- Course Outline
- Rules for Writers
- Multi-Cultural Ground Rules for the Course
- Assorted Social Work Codes of Ethics

**Session 2. ** September 17, 2001

**The Social Policy Process and Social Work**

- Defining Policy
- Policy Problem Construction, Analysis and Solutions
- The Policy Process (statutory, regulatory, and judicial)
- Social Worker Ethics and Policy Practice
- Social Workers as Policy Practitioners

**Required Readings:**

Jansson, Chapters 2 & 13.
Midgley, Chapters 2, 4, 5, 6, 24, 25, & 26.
Assorted Social Work Codes of Ethics Handout

The Constitution of the United States (On-line via http://www.lib.umich.edu/socworks/sw530.html.)

Recieved Reading Supplemental Course Pack:


**Handouts:**

- Lecture outline

**Session 3. ** September 24, 2001
Early U.S. History of Social Welfare
- Colonial Values and Social Welfare Programs
- Mutual Aid and Support Systems Development
- Impact of U.S. Social Welfare System Development on Immigrants and Populations of Color

Required Readings:
Jansson, Chapters 3, 4, & 5.
Midgley, Chapter 7.

Recommended Reading Supplemental Course Pack:

Handouts:
- Lecture outline & supplemental materials

Session 4. October 1, 2001
Video: Hull House
Social Welfare Policy History: The Progressive Era and the New Deal
- Birth and Growth of the Welfare State
- Development of the Social Work Profession

Required Readings:
Jansson, Chapters 6, 7, & 8.
Midgley, Chapter 8 & 9.

Handouts:
- Lecture outline & supplemental materials
- Website Analysis Memorandum Due

Session 5. October 8, 2001
Video: The Elected
Social Welfare Policy History: Expansion and Retrenchment
- The Great Society
- The Conservative Tide
- Moving to the Center: The Clinton Years

Required Readings:
Jansson, Chapters 9, 10, 11, & 12.
Midgley, Chapters 10 & 11.

Handouts:
- Lecture outline.
- Materials presenting different perspectives about welfare use and poverty in America (see required readings Session 6). These materials are to be read prior to the welfare simulation.

√ Discuss Field of Service Paper Topic

Session 6. October 15, 2001
Welfare Simulation — Whitney Room 1309 SEB
Please be on time for this simulation, which will take place from 1:00 p.m. to 4:00 p.m. and will utilize the full three hours. This simulated experience of being a welfare recipient is designed to attune you to the challenges public assistance recipients confront on a daily basis. This session is sponsored by the School of Social Work and is conducted by volunteers from the Inter-faith Council on Peace and Justice – Racial and Economic Justice Task Force, and the Welfare Rights Union.

Required Readings:
Midgley, Chapters: 13 & 28.
Felton, K.K. (undated) “Two Worlds in A Small City.” Student paper.

Session 7. October 22, 2001
Income Support Programs for Special Populations
Guest Speaker: Ken Pape, Program Coordinator HIV/AIDS Advocacy Services, Family Independence Agency
- Social Security Disability Insurance
- Supplemental Security Income
- State Disability Assistance
- Medicaid Spend Down

Required Readings:
Midgley, Chapters 14 & 19.
Recommended Reading Supplemental Course Pack:
Handouts:
- Materials provided by guest speaker
√ Welfare Simulation Memorandum Due

Session 9. October 29, 2001
Poverty Video: Given A Chance, War on Poverty Series
- Defining the Poor: Deficiency and Structural Theories
- Current Status of Income Support Programs
- Effects of Poverty

Required Readings:
Midgley, Chapters: 17, 21, 23 & 30.
On-line Required Readings:
Recommended Reading Supplemental Course Pack:
Handouts:
- Lecture outline & supplemental materials

Session 10. November 5, 2001
Financing Social Welfare Policies and Services
- Revenues and Expenditures
- Federalism/Devolution
- Funding Streams: Entitlements, Block Grants, & Categorical Programs

**Required Readings:**
Midgley, Chapters: 3, 27, 29, & 31.

**Recommended Reading Supplemental Course Pack:**

**Handouts:**
- Lecture outline

**Session 11. November 12, 2001**

**Social Policies and Services for Children**
- Child Welfare: Policies and Services
- Education

**Required Readings:**
Midgley, Chapters 12 & 22.

**Recommended Reading Supplemental Course Pack:**


**Handouts:**
- Lecture outline

**√ National Budget Exercise Due**

**Session 12. November 19, 2001**

**Social Policies and Services for the Elderly**
- The History of Policies and Services for Older Americans
- Future Trends in Services for Older Americans
- Intergenerational Policy Issues

**Required Readings:**
Midgley, Chapter 15.

**Recommended Reading Supplemental Course Pack:**

Handouts:
- Lecture outline & supplemental materials

HAPPY THANKSGIVING! Between the turkey and pumpkin pie make sure you take time to reflect on the social justice implications of this American holiday. For example, how do you think Native Americans feel about Thanksgiving, the homeless, or people who are recipients of out-door relief (food baskets) at this time of year?

Session 13. November 26, 2001
Health and Behavioral Health Services and Policies
- The History of Health Care and Mental Health Policies And Services
- Current and Future Service Trends: More than Managed Care
Required Readings:
Midgley, Chapters 16 & 18.
Recommended Reading Supplemental Course Pack:
Handouts:
- Lecture outline & supplemental materials

Adult and Juvenile Corrections
- History of Juvenile and Criminal Justice Policy and Practice
- Current Policy Issues and Service Trends in Adult and Juvenile Justice
Required Readings:
Midgley, Chapter 20.
Recommended Reading Supplemental Course Pack:


**Handouts:**
- Lecture outline & supplemental materials

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**Session 14. December 10, 2001**

**Social Policy Perspectives Now and in the Future**
- Current Theoretical Lenses for Viewing Social Policy
- International Points of View
- Future Approaches to Social Policy

**Required Readings:**
Jansson, Chapter 14.
Midgley, Chapters 32 & 33.

**Handouts:**
- Lecture outline & supplemental materials

**√ Field of Service Research Paper Due**