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 required to attend and to be prepared to take part in each class session. Attendance is important to keep up with course work. Please notify me (email, phone or fax) 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 not in class. Please be cognizant of the disruptive nature of coming to class late. I will leave handouts by the door of the classroom each week.

   **Class preparation requirements**
   In addition to weekly attendance, each student is required to write up a question/reaction on the assigned readings for 8 of the class sessions. These are due over email or at my office by noon Monday on the day of class. They will be useful for coming to class prepared to discuss the readings and for my framing some of my comments each week around your ideas.

   In addition to the written question/reaction for 8 of the sessions in which readings are assigned, each student will sign up for a presentation in one of the other sessions. The group that week will make a short introductory presentation on the topical material for the week. Each week, we will introduce the week’s readings by hearing about the topic’s past and future. The student group of about 4 people will do a very short, approximately 10 minute mini report to the class in two parts – one on a Social Work pioneer in the era or field in which the reading is based. Information on Pioneers in Social Work is available through the coursetools or directly at http://www.naswdc.org/NASW/piopeop/pioneers.htm

   The second part of the presentation is a brief report highlighting current news stories relevant to issues in the readings for that week. This should be drawn from such media as the New York Times -- http://www.nytimes.com/, The Detroit Free Press -- http://www.freep.com, Washington Post, or news magazines like The Atlantic Monthly, Newsweek, etc. These weekly past and future mini reports will begin on September 24 and end on December 3.
Written assignments
You must complete four written assignments.

The details of each assignment will be posted on the class coursetools site (https:\coursetools.ummu.umich.edu/2001/fall/swps/530/danziger.nsf) and handed out in class.

1. An historical analysis of how a social problem is defined in two eras. Due: October 8, 2001.
In approximately 10-12 pages, answer the following questions:
What is the social problem in two eras? How is the problem defined in both eras?
Who are the claimants of that problem?
What ideology supports the claim of the problem?
How will the same social conditions be described by persons with other ideological perspectives or values?
What are the causes of the problem?
What are the consequences of the problem?
Who benefits and who suffers from the continuation of the problem?

Students are to write a short, 3-4 page, reaction paper to the welfare simulation experience. The paper should describe briefly her or his role in the simulation, and provide a critical and personal analysis of the experience. This analysis should include a personal reaction from both an emotional and socio-cultural perspective, and a critique of these programs in historical and policy context. A summary section should compare and contrast what you knew about poverty and the welfare system before this event (and upon what basis you had this information), what you have absorbed from your readings on these issues for class, and your understandings of the “lived experience” of poor families after participating in the event.

3. A comparative analysis of how a social problem is addressed in two different policy/program areas. Due: November 26, 2001.
In this 10-12 page paper, you will identify policies and programs in two fields of service that address the same social problem. For example, if you choose to examine domestic violence, you may focus on protections of women through the Violence Against Women Act. In addition to protection from abusers, women who have been involved in violent relationships may need housing, job training, and/or child care. Thus, they may receive services funded through three different policies and in as many different programs.
Select at least two areas of policies or programs that address the social problem. Describe the policies and programs briefly. Discuss how they interact with one another. For example, are benefits rules in conflict or do programs compete for the same limited funds? Draw some
conclusions about these interactions. Do the interactions increase the ability of programs to meet the needs of their beneficiaries? Does the implementation of one program create barriers for beneficiaries of one other programs?

Identify strengths and weaknesses in the array of policies and programs in addressing this social problem. What would you suggest needs to be done to further address the problem and promote social justice?


Format of papers
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA style\textsuperscript{1} for your papers, including proper headings and citations. Please remember to number the pages.

I grade all papers anonymously. With each paper submission, please 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, students will adhere to the following NASW editorial policy:

In the interest of accurate and unbiased communication, the NASW publications program subscribes 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.

Before you begin working on writing 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).

It is important to read and re-read your work before turning it in. If possible, have someone who is unfamiliar with your subject read your paper before you turn it in; ask them to read for clarity.

of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers
and grammar checkers are useful, 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 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 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.

Please understand that grading is a subjective process. If, after you read my feedback, you have
further questions, please see me about them.

All assignments are due during the week of the date specified. If you have schedule conflicts
with one of the due dates, please see me ahead of time.

The final grade for the class will be determined taking into account the following:

Class preparation, presentation
and participation 10%

Historical social problem analysis: 25%

Simulation reaction paper: 15%

Comparative program/policy
analysis: 25%

Discussion question essays: 25%
8. Course Materials:

There are two required texts for this class. All texts are available on reserve from the Social Work Library. In addition to the texts, recommended reading assignments will be given. Some materials will be distributed in class; other readings will be available on-line.

Required texts, available at Ulrich’s, Michigan Book and Supply, and Michigan Union Bookstore:


Recommended readings, available in Social Work Library Reference Stacks and on Reserve:


Internet:

You will find many useful resources on the internet. All class recommended readings from the internet will have a link on the class Coursetools website, https://coursetools.ummu.umich.edu/. I have posted on the Coursetools site a page built by our library with useful links to other websites. See the Resource entitled “WEB Resource Links.” I highly recommend that you become familiar with these sites; you may find yourself using them for much of your MSW coursework.

In general, use peer-reviewed materials or original historical materials for primary source material for your research papers. Government web sites may also be used as primary sources. If you use research published by political science research institutions (think tanks), take care to acknowledge any known biases of the groups and try to balance their analyses with reports from other institutions with different political or ideological perspectives. When citing a website referred to in a paper, be sure to fully spell out the website address, so that the reader can find the page you used, and the download date.

9. Course Outline,
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. Two copies of the latest edition of SWS are in the School’s library (reserve and reference section). Other recommended readings are available online, through the class page in Coursertools:
https://coursetools.ummu.umich.edu/2001/fall/swps/530/danziger.nsf

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<thead>
<tr>
<th>Date</th>
<th>Class session</th>
<th>Required readings, recommended readings and assignments Due</th>
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<tbody>
<tr>
<td>September 10</td>
<td>Introductions – Discuss course plan; Overview of social welfare policy</td>
<td>Midgley et al. Chapters 1-6, pp.1-81 and 363-410</td>
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<td></td>
<td>And social work services, past and present</td>
<td>Jansson Chapters 1-2, pp. Ix-27</td>
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<td>Recommended:</td>
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<td>September 17</td>
<td>What is social welfare? Social Policy Analysis</td>
<td>Jansson Chapters 3-5, pp. 28-122</td>
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<td>Midgley et al., Chapters 7, pp. 85-95</td>
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<td>Elizabethan Poor Laws, Handout and in Coursertools</td>
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<td><strong>PAST AND FUTURE MINI REPORTS BEGIN</strong></td>
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<td>Date</td>
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<td>October 1</td>
<td>United States Social Welfare History – Progressive era</td>
<td>Jansson, Chapter 6, pp. 123-165</td>
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<td>Social Work Ethics</td>
<td>Midgley et al., Chapter 8, pp. 97-110</td>
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<td>Codes of Ethics, class Handouts</td>
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<td>SWS pp. 238-243</td>
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<td>October 8</td>
<td>United States Social Welfare History - New Deal</td>
<td>Jansson, Chapters 7-8, pp. 166-227</td>
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<td>Social Security</td>
<td>Midgley et al, Chapters 9 &amp; 14, pp. 111-126 and 187-207</td>
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<td><strong>Recommended:</strong></td>
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<td>Social Work position statements in Coursetools, NASW Positions on Priorities for Social Security and Social Security and Women, or go directly to <a href="http://www.naswdc.org/advocacy/positions/default.htm">http://www.naswdc.org/advocacy/positions/default.htm</a></td>
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<td><strong>FIRST PAPER DUE, HISTORICAL ANALYSIS</strong></td>
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<td>October 15</td>
<td>United States Social Welfare History - Great Society</td>
<td>Jansson, Chapters 9-10, pp. 228-305</td>
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<td>Antipoverty Programs</td>
<td>Midgley et al., Chapters 10 &amp; 13, pp. 127-142 and 175-185</td>
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<td>SWS pp. 296-299</td>
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October 22  United States Social Welfare History -- Reagan and Beyond
Welfare Reform

Jansson Chapters 11-12, pp. 306-406
Midgley et al., Chapters 11 & 25, pp. 148-153 and 377-392

Recommended:
Social Work position statements in Coursetools, NASW Position on Priorities for Welfare, or go directly to http://www.naswdc.org/advocacy/Positions/default.htm

October 29  Special Presentation: Welfare Simulation
Sponsored by the U of M School of Social Work
Conducted by Interfaith Council on Peace and Justice and The Welfare Rights Union
Location: Whitney Room, 1309 SEB
Rector, Robert “America has the world’s richest poor people.” 1998 op-ed piece, Handout and in Coursetools

NO MINI REPORT, NO QUESTIONS/REACTIONS

November 5  Poverty

Midgley et al., Chapters 17, 21, & 23, pp. 237-255, 313-329 and 349-362

Recommended:
SWS pp. 81-88 and 156-160


SECOND PAPER DUE, WELFARE SIMULATION REACTION

November 12  Policies and Services for Children and Families

Midgley et al., Chapters 12 & 22, pp. 155-174 and 331-347

Recommended:

Social Work position statements in Coursetools, NASW Positions on Priorities for Education and Reauthorization of the Elementary and Secondary Education Act, or go directly to http://www.naswdc.org/advocacy/positions/default.htm

November 19  Policies and Services for the Elderly

Midgley et al., pp. 209-220

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

November 26  Policies and Services for Health and Disabilities

Midgley at al., Chapters 16 & 19, pp. 221-236 and 277-292

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

Social Work position statements in Coursetools, NASW Position on Priorities for Health Care, or go directly to http://www.naswdc.org/advocacy/Positions/default.htm

THIRD PAPER DUE, COMPARATIVE PROGRAM/POLICY ANALYSIS
December 3  Policies and Services for Mental Health  
Policies and Services in Correction  
Midgley et al., Chapters 18 & 20, pp. 257-276 and 293-311  
Recommended:  
SWS pp.32-40, 54-58,187-192, 222-228

LAST PAST AND FUTURE MINI REPORT

Jansson, Chapters 13-14, pp. 407-455  
Midgley et al., Chapters 30, 32-33, pp. 447-460 and 477-501  
Recommended:  
Social Work position statements in Coursetools, NASW Priorities for Civil Rights.; or go directly to http://www.naswdc.org/advocacy/Positions/default.htm

LAST PAPER DUE BEFORE DECEMBER 17, DISCUSSION ESSAYS
10. Source Materials:
In addition to the required and recommended readings, the following list includes useful books and journals for learning about specific social problems and policies.

Social Welfare Policy - General:


History of Social Welfare Policy:


**Poverty, Jobs and Social Policy:**


Marginalization, Social Stigma and Social Policies:


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 New York Times, will give you important policy information.

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<thead>
<tr>
<th>Subject</th>
<th>Journal Name</th>
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<tr>
<td>Aging and Social Policy</td>
<td>American Journal of Public Health</td>
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<tr>
<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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<td>Journal of Health and Social Policy</td>
<td>Social Policy</td>
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<td>Social Problems</td>
<td>Social Services Review</td>
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<td>Social Work</td>
<td>Social WelfarePublic Welfare</td>
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