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
   • 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 case, 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
• **Multiculturalism and Diversity.** Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.

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

• **Promotion, Prevention, Treatment, and Rehabilitation.** The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

• **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. **Required Textbooks**

- A coursepack of articles (for this section only) will be available for purchase at Excel Copy Center, 1117 South University Avenue (upstairs). A copy of the coursepack will be placed on reserve in the School library.

Required texts may be purchased at Ulrich’s, Michigan Book and Supply and Michigan Union Bookstore.

7. **Other Required Reading/Watching/Listening**

- “The NewsHour with Jim Lehrer” (Monday-Friday on PBS). The NewsHour is online at http://www.pbs.org/newshour and/or
- “All Things Considered” or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).

8. **Recommended Media**

- A local newspaper (*Ann Arbor News, Detroit Free Press*)
- CNN News and Policy Discussions
- Evening Network News (ABC, CBS, NBC)
- “West Wing” (Wednesdays, 9:00-10:00 p.m.)

9. **Written Assignments and Grading**
• Assignment 1: Analysis of a Social Policy -- 30% of final grade
• Assignment 2: Group Project -- 30% (including two critiques worth 5%)
• Final Exam -- 40% of final grade

Assignment 1 – Analysis of a social policy. (See separate handout). This exercise is designed to give students the opportunity to conduct the kind of policy analysis that might be expected of them in practice.

Assignment 2 – Group Project. (See separate handout). This group project is flexibly designed to allow students to explore social issues or problems in historical context. In addition students will be asked to write thoughtful written critiques of classmates’ work.

Assignment 3 – Final Take-home Exam. - The final exam is take-home essay question. The final exam is comprehensive and will involve placing current events in political, cultural and/or historical context in light of material covered, (and emphasized), in class and/or in reading assignments. There are copies of old final exams on reserve in the library. However, in reviewing old exams remember that the “text” of this course is dictated, to some extent, by current public discourse course on social policy issues.

Grading Criteria:

A or A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of the assignment. The difference between an A and an A- based on the degree to which these skills are demonstrated.

B+ Mastery of subject content beyond expected competency, but lacking in 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- to C+ Demonstrates a minimal understanding of subject content. Significant areas need improvement to meet course expectations.

D or E Failure to demonstrate minimal understanding of subject content.
Notes on Grading:

- Class attendance and participation are critical to students’ learning and to the success of the course. Students, therefore, are expected to attend, be prepared, and make constructive contributions to the course. Students’ contributions will be assessed by their quality – not their quantity – and their relevance to course content and themes. Excessive absences will result in a reduction in a student’s grade. It is the responsibility of each student to obtain class notes, handouts, or other materials distributed in class if you are unable to attend.

- I grade all papers anonymously. With each paper and exam submission, include a title page with your name and UM student number on it. On every page of the paper (except the title page) include a header with only your student number. Do not include any other identifying information within the paper.

- Please read the relevant materials published by the University of Michigan, the School of Social Work, and NASW on scholarly integrity and academic misconduct. All academic dishonesty – including cheating, plagiarism, fabrication, and misrepresentation – will be treated seriously. (There is a discussion of plagiarism on pages 57-59 of the Student Guide to the Master’s In Social Work Degree Program, 2002-2003.)

- Students who need assistance with writing are encouraged to go to the Writing Workshop, 1139 Angell Hall, 734-764-0429.

- Late assignments will be downgraded unless an extension has been approved in advance. Please note that extensions are not automatically approved. Similarly, students are not entitled to an Incomplete grade. Except under unusual circumstances, Incompletes will be given at the discretion of the instructor after prior consultation with the student.

- Students will be provided with extensive comments (often in the form of questions) on their assignments. These comments constitute a means of engaging in a “dialogue” and are not intended to reflect “negative” criticisms of students’ work. Students are encouraged to discuss their work with the instructor outside of class.

- Please note that there is no guarantee of getting an “A” in this course, no matter your undergraduate record or your experience with other professors in the School of Social Work. Merely turning in the assignments does not justify receipt of an “A.” If you receive an “A,” however, you will know that you have done excellent work. A grade of “B” or “B+” – by the way – indicates good or very good work and is by no means a reflection of inadequacy.
10. Schedule of Classes and Assignments
(* = coursepack; # = class handout. Recommended readings are on reserve in the library.)

September 9  **Introductions and Overview**
- Assignments, Grading, Expectations, etc.
- What is social welfare policy?
- What is the relationship of social welfare policy to social work practice?

**Recommended Reading:**

**Assignment 2 (part I) due September 16 in class**

September 16  **Conceptions of Social Welfare**
- Roles of the Market, State, Community, Family, and Individual in Social Provision
- Secular and Religious Ideologies and Values Regarding Social Welfare
- Race, Gender, Class, Sexual Orientation and Social Welfare
- Concepts and Frameworks of Policy Analysis; The Policy Development Process

**Required Reading:**
Required Reading:

Recommended Readings:


September 23  Social Welfare in Colonial America and its Antecedents
• Medieval Charity: The Role of the Church and the Growth of the State
• Capitalism and the Development of the English Poor Laws
• The Poor Law in Colonial America
• Gender, Race, and Social Welfare Before the Revolution

Required Reading:


Recommended Reading:


** Assignment 2 (part II) due September 30 in class **

September 30  Social Welfare in the U.S. from Independence to the Civil War
• Industrialization and the Reform of the Poor Laws: “Indoor” v. “Outdoor” Relief
• The Discovery of the Asylum
• The Impact of Slavery on U.S. Social Welfare
• Feminism, Democracy, and the Growth of Charity Organizations
Required Reading:

Recommended Reading:

** Assignment 1 due October 7 in class **

October 7  U.S. Social Welfare from the Civil War to the Progressive Era
- War and Social Policy: The U.S. Sanitary Commission & the Freedman’s Bureau
- Reconstruction, Resegregation, and Social Welfare
- Industrial Expansion and the Growth of the “Social Question”
- Scientific Charity

Required Reading:
- Axinn and Stern, Chapter 4, “The Civil War and After: 1860-1900,” pp. 82-123.

Recommended Reading:
- Kathleen C. Berkeley (1985). “‘Colored Ladies Also Contributed’: Black Women’s Activities from Benevolence to Social Welfare, 1866-1896,” in Fraser, Saunders, and


**Assignment 2 (part III) due October 18 (no later than 5 p.m. in my mailbox)**

**October 14**

**Mid-Semester Break: No Class**

**October 21**

**Social Welfare in the Progressive Era**

- Immigration, Urbanization and Social Welfare: The Progressives and the Slums
- The Settlement House Movement: Social Services and Social Action
- The COS, Social Casework, and the Emergence of the Social Work Profession
- The Great Migration and the Demographic Transformation of U.S. Cities
- Feminism, Maternalism, and Social Welfare Before World War I

**Required Reading:**


**Recommended Reading:**


October 28 From the Progressive Era to the Great Depression

• World War I and the Decline of Progressivism in the 1920s
• The Struggle over the Sheppard-Towner Act and Its Implications
• The Growth of Social Welfare Institutions and the Emergence of Social Insurance
• Social Work as Cause and Function

Required Reading:


Recommended Reading:

November 4 The Depression and the New Deal: Part I
- The Impact of the Depression on Urban and Rural Areas
- The Beginnings of the New Deal & the Transformation of Social Welfare
- The Social Security Act: Its Potential and Problems
- The New Deal, African Americans, and Women

Required Reading:

Recommended Reading:
** Group Presentations Begin **

**November 11**   **The Depression and the New Deal: Part II**
- Poor Relief or Work Relief? – Policy Struggles in the New Deal
- The New Deal and the Profession of Social Work
- Radical Challenges to the Deal: The Rank & File Movement in Social Work
- The Legacy of the New Deal

**Required Reading:**

**Recommended Reading:**


**November 18**   **From the New Deal to the War on Poverty**
- The Idea of the Welfare State
- McCarthyism and Social Welfare: Red-Baiting and Professionalization
- Racism and the Attack on Welfare in the 1950s
- The Rediscovery of Poverty
Required Reading:

Recommended Reading:

- November 25 The War on Poverty & Its Aftermath
- The War on Poverty and the Promise of the “Great Society”
- Community Action, Welfare Rights, and Social Movements
- The War in Indochina and the Betrayal of the Poor
- The Legacy of the War on Poverty: Welfare Reform in the Nixon Administration
Required Reading:


Recommended Reading:


** Group Papers due December 2 in class **

December 2 Social Welfare in the 1970s & 1980s

- Stagflation and the Retrenchment of the Welfare State
- Reaganomics and the Attack on Social Welfare
- The Emergence of New Social Issues: AIDS, Homelessness, Crack Cocaine
- The Legacy of Reaganomics

Required Reading:


Recommended Reading:


**December 9  Social Welfare in the 1990s**

- Ending “Welfare as We Know”: PRWORA and Its Consequences
- The Failure of Health Care Reform
- Growing Inequality in a Time of Prosperity
- Economic Globalization and the Welfare State

**Required Reading:**


**Recommended Reading:**


**Wednesday, December 11**

**Conclusion: Social Welfare in the 21st Century**

- Social Welfare in a Post-9/11 World: Universalism, Multiculturalism & Social Justice

- The Future of the Social Work Profession

**Required Reading:**


Recommended Reading:


December 18: Final Examination Due (in my mailbox no later than 5 p.m.)