Introduction to Social Welfare Policy and Services
Social Work 530, Section 009
Fall, 2002

Professor Deborah Schild Wilkinson, Ph.D., MPH, MSW
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Course location: SSWB 2816
Tuesdays, 2:10 p.m. – 5:00 p.m.

Office hours:
Mondays, 4:10 – 5:00, and
Tuesdays, 5:10 – 6:00

Course web-site accessible at: http://coursetools.ummu.mich.edu
Class list serve: f2-swps-530-009@umich.edu

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. and 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.

   **Library training**

   You must attend one of the follow-up library training sessions during the month of September. These one-hour sessions will be held between 1:00 and 4:00 p.m. each Wednesday during the month. There will be a sign up sheet, and the librarian will share the list with the SW 530 Instructors so that we will know who attended. Please sign up as soon as possible so that you will not miss this training.

   **Written assignments**

   There are three written assignments in the class. Specific instructions for these assignments are attached at the end of this syllabus.

   (1) **Individual Paper: Analysis of a Social Issue/Problem**

   This exercise is designed to give students the opportunity to conduct the kind of policy analysis that might be expected of them in practice.

   (2) **Group Project: History, Social Change and Public Perception of Issues**

   This group project is flexibly designed to allow students to explore social issues or problems in an historical context. In addition, students will be asked to write thoughtful written
critiques of classmates’ work.

(3) Individual Final Examination

The final exam will be a take-home essay exam. The questions will be inspired by current news accounts from The New York Times and other news sources. The exam is NOT a current events quiz, but rather will involve placing current events in political, cultural and/or historical context in light of material covered and emphasized in class and reading assignments. The exam is comprehensive.

Format of papers

All papers must be typewritten using a 12 point font with one inch margins. The Individual paper is to be single-spaced; the Group Project paper and final exam must be double-spaced. 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 that 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 disk submission, please also submit a paper copy (follow the instructions below regarding cover sheets) and note on the top that you have submitted it on disk. The purpose is to ensure that I have a copy if the disk does not work. I will not accept papers via e-mail.

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

Be sure to keep a copy of any submission. I have yet to lose a student’s paper, but it could happen.

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 57 - 59 of your Student Guide to the Master’s in Social Work Degree Program 2002-2003 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.

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. I will do so only in response to written challenges that are specific and bases on substantive arguments, not on nebulos references to “fairness.” I reserve the right to re-read and re-grade the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

**Incomplete Grades**

In general, I do not assign an incomplete grade for the class. In the event that a student has a major emergency, I will assign an incomplete, but will do so only with a contract that sets the date for completion of the course. Any work that is not turned in by that date will be assigned 0 points, and a final grade will be assigned.
**Course Grade**

Your final grade will be determined taking into account the following:

- Analysis of a Social Issue/Problem 30%
- Group Project 25%
- Critiques of other groups’ projects 5%
- Final exam 40%

Although I do not assign points for class participation, I will take it into account when assessing your final grade. Participation is based on your preparedness for class, and quality, not the quantity of your contributions to the class. In order to assess your preparedness for class, I may give in-class assignments or “pop-quizzes.” These will not be graded per se, but may be used in case of “borderline” grades.

**8. Course Materials:**

There are two required texts for this class and a Course Pack. 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 reading*


The text books are available at Ulrich's, Michigan Book and Supply and Michigan Union Bookstore.

Course Pack available at Excel on South University. The Table of Contents for the Course Pack is attached to the end of this syllabus. Each assignment is dated.

Additional materials provided by the instructor in class.

*Required Media:*

A major daily newspaper such as the *New York Times*, the *Washington Post*, the *Los Angeles Times*, or the *Chicago Tribune*. All of these papers are available on-line, however, there are very real advantages to reading them in print. In addition to these national papers, you should read a local newspaper.

Additional news sources:

Local newspaper such as the *Ann Arbor News*, or the *Detroit Free Press*.

The NewsHour with Jim Leher. This show broadcast each weeknight on your local PBS station. Times vary. There are at least four broadcasts each evening. In addition, The NewsHour is online at http://www/pbs.org/newshour.

“All Things Considered” or “Morning Edition” on National Public Radio. These can be accessed locally via WUOM-FM (91.7), WKAR-FM (90.5) or WDET-FM (101.9). They are also available on-line as live broadcasts or via the NPR website: http://www.npr.org.
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 coursertools 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.

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.
Key to assignments: A&S = Axinn & Stern. DN = DiNitto. CP = Course Pack.

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<tr>
<th>Date</th>
<th>Class session</th>
<th>Preparation of session and due assignments</th>
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| September 3     | Introductions – Discuss course plan, and how to manage lots and lots of reading. What is Social Welfare?  
|                 | In class: Developing a Social Justice Framework.                              | A&S: Introduction                                                                                           |
|                 |                                                                                | DN: Chapters 1 & 12                                                                                         |
|                 |                                                                                | CP: Sotirovic                                                                                               |
|                 |                                                                                | NASW Code of Ethics in your Student Guide on pp: 36-56, or on-line at: http://www.socialworkers.org or on the class Coursetools site.  
<p>|                 |                                                                                | New York Times article: AIDS Scourge in Rural China Leaves Villages of Orphans – sent to you via e-mail. |
| September 10    | Constitutional Overview and Social Welfare Expenditures                       | Group membership and historical period of study for Assignment 2 due.                                        |
|                 |                                                                                | A&amp;S Chapter 8                                                                                               |
|                 |                                                                                | DN Chapters 2 &amp; 11                                                                                         |
|                 |                                                                                | CP Paquin; Gist; Lens; Abramovitz &amp; Wilson                                                                 |
|                 |                                                                                | On Coursetools:                                                                                             |
|                 |                                                                                | The Constitution of the United States; The Bill of Rights; and Other Amendments to the U.S. Constitution     |
| September 17    | British Historical Roots, Social Welfare Values and Frameworks                | Assignment 2 Topic due.                                                                                     |
|                 |                                                                                | A&amp;S Chapter 1                                                                                               |
|                 |                                                                                | CP An Act to Relieve the Poor (1598); Act Amending the Poor Laws (1662); and Settlement Law (1662)          |
|                 |                                                                                | A&amp;S Chapter 2                                                                                               |
|                 |                                                                                | DN Chapter 2 (review)                                                                                       |
|                 |                                                                                | CP Miscellaneous Colonial Town Records (1665); Benjamin Franklin (1767 or 1768); Colonial Statues (1790); Pauper and Convict Immigration (1740); Peter Kaim (1748); Abramovitz; Piven &amp; Cloward |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment due</th>
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<tr>
<td>October 1</td>
<td>U.S. Social Welfare: From Independence to Civil War</td>
<td>Assignment 1 is due.</td>
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<td>A&amp;S Chapter 3</td>
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<td>CP Mandler; Rothman</td>
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<td>October 8</td>
<td>U. S. Social Welfare: From Civil War to Progressive Era</td>
<td>Assignment 2 Outline due.</td>
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<td>A&amp;S Chapter 4</td>
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<td>DN Chapter 3</td>
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<td>CP Chan; Franklin &amp; Moss;</td>
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<td>Rabinowitz; Mayhew; Thompson;</td>
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<td>Warner; Lowell; Paine</td>
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<td>October 15</td>
<td><strong>Fall Break. No Class</strong></td>
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<td>October 22</td>
<td>U. S. Social Welfare in the Progressive Era</td>
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<td>A&amp;S Chapter 5</td>
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<td>DN Chapter 10</td>
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<td>CP Bussiere; Gordon</td>
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<td>October 29</td>
<td>U. S. Social Welfare: From Progressive Era to Great Depression</td>
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<td>A&amp;S Chapter 5 (review) &amp; 6 (preview)</td>
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<td>CP Gordon; Lasch-Quinn; Mink; Rothman</td>
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<td>November 5</td>
<td>The Depression and the New Deal</td>
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<td>and November 12</td>
<td>(11-12) Guest Instructor: Deborah Willis</td>
<td><strong>November 13 – First Poster Session</strong></td>
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<td>“Colonial U.S. Up to the Civil War”</td>
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<td>November 19</td>
<td>War on Poverty and Its Aftermath</td>
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<td><strong>November 20- Second Poster Session</strong></td>
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<td>“From the Civil War through the Progressive Era”</td>
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<td>A&amp;S Chapter 7</td>
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<td>DN Chapters 8 &amp; 9</td>
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<td>CP Bernstein; King; Kennedy;</td>
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<td></td>
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<td>Wallace, Johnson (Inaugural); Johnson (We Shall Overcome)</td>
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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.
Analysis of a Social Issue/Problem

You have been asked by the Executive Director of your field placement agency (or an agency at which you are currently working or have worked) to write a 5-8 page memorandum (single-spaced, double-spaced between paragraphs) analyzing the impact of a particular state or federal policy on the organization or the clients it serves. [If you are not in a field placement, you will need to select an agency and conduct a few key informant interviews with individuals in the organization selected. You may also need to review printed materials produced by the agency.]

For this particular exercise, a “policy” is defined as an action of government that has the effect of law and that affects either the nature/amount of resources provided to the agency or its clients or the types of activities in which the agency can/can not be involved. Relevant policies could be in the form of (a) a piece of legislation that is already in place; (b) proposed changes in the city, county, state, or federal budget; (c) proposed changes in administrative laws or regulations; and (d) recent or pending court decisions.

Your memorandum should include the following elements:

- A brief description of the policy (or proposed/pending change in policy) (~1 page);
- An explanation of how/why the policy is significant for the agency and the clients/community it serves (~1 page);
- An analysis of how the policy (or proposed policy change) affects/will affect the agency and the clients/community it serves (~3 pages);
- A brief discussion of either (a) past and current strategies the agency has adopted to respond to this policy or to proposed policy changes OR (b) what preparations the agency is undertaking to respond to proposed or impending policy changes (~2-3 pages).

To the extent possible, use actual data from your agency in drafting this memorandum. Cite the sources of your data. Where such data do not exist or are not available indicate where they might be obtained and how. You may make any assumptions that are necessary to draft the memorandum, as long as they do not contradict the data you have collected, the policy itself, or current conditions in/activities of the agency. **Due Date: October 1.**
SW 530, Assignment 2, Fall 2002 (30% of Grade)

**Group Project: History, Social Change, and Public Perception of Issues**

This assignment requires students (in groups of 4) to choose a social group, population, or issue and analyze its relationship to social welfare policy within a specific period of U.S. history. The final “product” will consist of three parts:

1. A poster presentation in the School Commons
2. A written paper (15-20 pages)
3. Two 1-page critiques of other groups’ poster presentations

[Parts 1 & 2 will be graded together and count for 25% of the course grade. Part 3 will count for 5% of the course grade and will be graded as an individual effort.]

In order to facilitate your work, we have “partialized” the assignment as follows:

1. Select a period of U.S. social welfare history (from the list below) in which you are interested and identify three other students in your class with whom you would like to work. Turn in the names of the students in your group and the period you wish to study to your instructor by September 17.

2. Identify a social group, population, or issue whose history in this specific period you would like to explore and justify the importance of your selection. Ask yourself: why did you choose this group, issue, or period? What do you hope to learn from this exploration?

You may choose any group, population, or issue as long as it is suitable to historical examination/analysis and within the field of U.S. social welfare. Your group will be expected to undertake some library research, internet research (where appropriate), and conduct interviews (as needed). You will be expected to identify and use both primary and secondary sources of information on your topic. If possible, identify statistics that give a sense of dimension of the group or issue and both its condition and the public perception of its condition during the period you have selected to study. You should also try to use primary source documents (e.g., songs, literature, photographs, art, etc.) of the period to give “voice” to your issue or population. **Due: September 24.**
Below is a list of *possible* choices. However, any group, population, or issue is acceptable, as long as you can justify its importance when you submit your topic choice.  *(If you are uncertain about your choice or need assistance selecting a topic, please consult with the course instructor.)*

**Sample Groups or Populations**

- African Americans
- Low-skilled Workers
- Homeless People
- Latinos
- Gays & Lesbians
- Single Mothers
- The Aged
- Children
- Unemployed People
- People with Disabilities
- Asian Americans
- Immigrants/Refugees

**Sample Issues**

- Poverty
- Unemployment
- Reproductive Rights
- Child Abuse
- Domestic Violence
- Mental Illness
- Drug/Alcohol Abuse
- Juvenile Crime/Justice
- Prisoners’ Rights
- Health Care
- Housing
- Hunger

**Sample Settings**

- Rural areas
- Urban areas
- Northern region
- Southern region
- Western region
- Midwestern region
- Eastern region
- Local problems
- State problems

**Periods of Social Welfare History**

1. Colonial U.S. Up to the Civil War (1620-1860)
2. From the Civil War through the Progressive Era (1860-1918)
3. From World War I through the Great Depression (1918-1941)
4. From World War II through the War on Poverty (1941-1973)
5. From the War on Poverty to the Present (1973-)

3. Develop an outline of 2-3 pages plus a preliminary bibliography of the major sources you are using to develop your project. Although the primary format of your presentation will be a poster session, you may also use any of the following formats:
   - Photographs;
   - Art, video, or film
   - Music
   - Drama
   - Dance
   - Any combination of the above

**The outline and preliminary bibliography are due October 16.**

4. **Poster Presentations:** Groups will present their projects during five successive weeks in November and December according to the schedule listed below. The presentations will be integrated with those of groups from the other sections of SW 530. Groups will set up their
poster presentations in the School Commons by 11:00 a.m. on the Monday of the week they are scheduled and take them down shortly after 1:00 p.m. on the Friday of that week. On Wednesday, from 2:00-4:00 p.m., group members will be present at the poster site and available to answer questions on the topic by members of the School of Social Work community. Groups should prepare handouts of their poster presentations that include an abstract and list of suggested readings. These handouts should be available all week, even when the poster is not attended.

**Presentation Schedule**

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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>Week of November 11-15</td>
<td>Colonial U.S. Up to the Civil War</td>
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<tr>
<td>Week of November 18-22</td>
<td>From the Civil War through the Progressive Era</td>
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<tr>
<td>Week of November 25-27</td>
<td>From World War I through the Great Depression</td>
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<tr>
<td>Week of December 2-6</td>
<td>From World War II through the War on Poverty</td>
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<tr>
<td>Week of December 9-13</td>
<td>From the War on Poverty to the Present</td>
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5. Each student is required to submit two (2) 1-page critiques of other group presentations. The critiques must adhere to the following guidelines:

- Each critique must focus on a group presentation covering a different historical period from that of the student’s own group and from each other. In other words, the two critiques must be about presentations in two distinct historical periods.

- Each critique is due by the class session immediately following the presentation.

- Students must submit two copies of each critique. One will be evaluated by the instructor and returned. The other will be given to the group that did the presentation for its own use.

- Critiques should be constructive and helpful to the presenters. They should not merely describe what was observed but rather contain one or more suggestions that would lead to improvement.

6. A final paper summarizing the group’s work and listing all sources used (in APA format) will be **due December 3**.

Some questions to consider in preparing your presentation and paper:

- What economic, social, political, and cultural forces influenced the status of the group or population and the public perception of the issue you have selected during the particular period you are examining?

- What made this group, population, or issue visible/invisible during this period?

- What notable efforts, if any, were made to address this issue or the needs of this particular group or population? Who initiated those efforts?
• What specific policies or programs were developed or proposed to address the needs/issues confronting this group or population? What were the roles played by: the public sector? the nonprofit sector? the private sector? the group itself?

• What impact did these policies and programs have?

• What “legacy” did these policies and programs leave for the future of social welfare?
Course Pack Table of Contents

Class 1  Course Expectations and Introduction to Social Policy


Class 2  Constitutional Overview and Social Welfare Expenditures


Class 3  British Historical Roots, Social Welfare Values and Framework

- An Act to Relieve the Poor (1598)
- Act Amending the Poor Laws (1662)
- Settlement Law (1662)

CLASS 4  U.S. Social Welfare in Colonial America

- Miscellaneous Colonial Town Records (1665)
- Franklin, Benjamin “Petition to Parliament” (1767 or 1768)
- Colonial Statutes: Act Imposing a Duty on Persons Convicted of Heinous Crimes and to Prevent Poor and Impotent Persons Being Imported (1790)
- Pauper and Convict Immigration: A Colonial Statute (1740)
- Peter Kaim, Comments of a Swedish Traveler (1748)

CLASS 5  U.S. Social Welfare From Independence to Civil War


CLASS 6  U.S. Social Welfare from Civil War to Progressive Era


• Mayhew, Henry (1860) Classifications of Workers and Non-Workers of Great Britain

• Thompson, Rev. R.E. (1879). Manual for Visitors among the Poor (COS)


• Lowell, J. (1890). Economic and Moral Effects of Public Outdoor Relief

• Paine, R. T. (1893) Pauperism in Great Cities: Its four chief causes

CLASS 7  U.S. Social Welfare in the Progressive Era


CLASS 8  U.S. Social Welfare From Progressive Era to Great Depression


CLASS 9  From Depression to the New Deal


CLASS 10 The War on Poverty & Its Aftermath

• Martin Luther King, I have a Dream.
• John F. Kennedy -Nationally Televised Speech (1963)
• George C. Wallace - The Civil Rights Movement: Fraud, Sham and Hoax (1964)
• Lyndon B. Johnson -Inaugural Address (1965)
• Lyndon B. Johnson - We Shall Overcome (1965)

CLASS 11 U. S. Social Welfare at the End of the 20th Century


