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 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

• 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 is 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.
- Occasionally I will ask you to read an additional article or book excerpt that I will post on Coursetools.

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 Issue (30%)
- Assignment 2: Group Project (30%)
- Final Exam (40%)

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. Although attendance will not be taken, 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.

- All assignments and examinations are graded “blindly” – i.e., without any knowledge of who the author is. This is to eliminate any potential bias in the evaluation of students’ work. With each paper and exam submission, include a title page without your name on it, and provide a separate duplicate title page that includes your name. Only after I have read and graded all of the papers, will I determine which paper belongs to whom.

- 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.

• Getting an “A” in this course is by no means guaranteed. 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

Monday, September 9

Course overview and introduction to Social welfare policy

• Course overview, assignments, grading, expectations, etc.
• What is social welfare policy?
• What is the relationship of social welfare policy to social work practice?
• An introduction to the concept of social justice

Required reading
Axin and Stern, Introduction

Recommended Reading:


**Monday, September 16**

**The construction of social welfare policy**

- Role of the State, the Market and the private sector (charities and the church)
- Race, gender, class, sexual orientation and social welfare
- Concepts and frameworks about policy construction and policy analysis – the rational versus the political
- The role of ideology (beliefs and values) in social welfare policy construction

**Required readings:**


**Recommended Readings:**


**Monday, September 23**

**U.S. Social welfare policy in Colonial America**

- Early roots of U.S. social policy – the British poor laws and the worthy and unworthy poor; indoor v outdoor relief; the nature of childhood and the “family”
- Social policy and values and beliefs

**Required readings:**

Miscellaneous Colonial Town Records, policy statements, etc. (class handout)


**Recommended Reading:**


**Monday, September 30**
**U.S. Social Welfare: From independence to Civil War**
• Emergence of social welfare movements – child welfare, public health, and mental health
• The development of the “institution” and the shift from private to public funds
• The role of gender, race and class

**Required readings:**
Dorothea Dix, Memorial to the Honorable The Sentate and the General Assembly of the State of New Jersey.  (HO)


**Recommended Reading:**

**Video:** Orphan Trains

**Monday, October 7**
**U.S. Social Welfare from 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”
• The development of scientific charity

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


Video  The Heart of Basset Place: W. Gertrude Brown and the Wheatley House

**Recommended Reading:**


Monday, 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

Video  Hull House

**Required Reading:**


DiNitto, Chapter 10, “Providing Social Services: Help for Children, the Elderly, and People with Mental Illness,” pp. 320-359. (RT)

**Recommended Reading:**

**Monday, October 28**

**U.S. Social Welfare from Progressive Era to 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:**

**Monday, November 4**  
**The Depression and the New Deal**
- 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 creation of the U.S. Welfare State
- The New Deal, African Americans, and Women

**Required Reading:**


DiNitto, Chapter 4, “Preventing Poverty: The Social Insurance Programs,” pp. 102-132. (RT)


**Recommended Reading:**

Monday, November 11  
**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:**


**Group Presentations Begin**

Monday, November 18

**The War on Poverty and 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

Video – war on poverty, development of headstart

**Required Reading:**

Class handouts


Recommended Reading:

Monday, November 25 Social Welfare in the 1970s and 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:


DiNitto, Chapter 5, “Helping the ‘Deserving Poor’: Aged, Blind, and Disabled,” pp. 133-167. (RT)


Recommended Reading:


Monday, December 2  
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

Video – changing welfare as we know it

Required Reading:


Recommended Reading:


** Group Papers Due **

Monday, December 9

Conclusion: Where will we go from here?

• Social Welfare in a Post-9/11 World: Universalism, Multiculturalism & Social Justice
• The Future of the Social Work Profession

Required Reading:


Recommended Reading:


December 16: Final Examination