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:
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.

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

9. Written Assignments and Grading
   - Assignment 1: Analysis of a Social Issue (30%)
   - Assignment 2: Group Project (30%)
   - Final Exam (40%)

10. Online Resources for Social Work
    http://www.brynmawr.edu/Library/Docs/socwork.html#classes
    http://www.brynmawr.edu/Library/Docs/SocWk151.html

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- is 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. Instructions on how to submit assignments will be provided in class.

- 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. LATE FINAL EXAMS WILL NOT BE ACCEPTED.

10. Schedule of Classes and Assignments
(* = coursepack; # = class handout; ψ = available online. Textbooks 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?

Required Reading:


- Axin and Stern, Introduction
• DiNitto, Chapters 1 & 12

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:

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:
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:

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.
  • * 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

October 14  NO Class—Fall Study Break

** Assignment # 1 Due **
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

Films:

Required Reading:

October 28  From the Progressive Era to the Great Depression--Film
- 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:
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:


November 11  From the New Deal to the War on Poverty—Film

** Group Presentations Begin **

- 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:


**November 18 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:**


**November 26 Social Welfare in the 1970s & 1980s—Speaker (please be on time)**

- 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:**


December 2  Social Welfare in the 1990s, Conclusion ** Group Papers Due **
• Ending “Welfare as We Know”: PRWORA and Its Consequences
• Social Welfare in a Post-9/11 World: Universalism, Multiculturalism & Social Justice
• The Future of the Social Work Profession Growing Inequality in a Time of Prosperity
• Economic Globalization and the Welfare State

Required Reading:


December 9 Wrap-up, Review

December 13: Final Examinations Due