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 will be available for purchase at Excel Copy Center, 1117 South University Avenue (upstairs). A copy of the coursepack (and all recommended readings) 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
   - 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/Problem (30% of Grade)**

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: Week of October 7.**

- **Assignment 2: 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

*In Parts 1 & 2 students will be graded as a group. This will count for 25% of the course grade. Part 3 will count for 5% of the 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. **Due: Week of September 16.**

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: Week of September 30.**

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

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

**Sample Settings**
- Rural areas
- Southern region
- Eastern region
- National problems
- Urban areas
- Western region
- Local problems
- Northern region
- Midwestern region
- 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 the week of October 14.

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**
   - Week of November 11-15: Colonial U.S. Up to the Civil War
   - Week of November 18-22: From the Civil War through the Progressive Era
   - Week of November 25-27: From World War I through the Great Depression
   - Week of December 2-6: From World War II through the War on Poverty
   - Week of December 9-13: From the War on Poverty to the Present

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).

**Due: Week of December 2.**

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?

**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 student 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. 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.

- I have a reputation as a “hard” but fair grader. In other words, whatever your undergraduate record or your experience with other professors in the School of Social Work, 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 (* = coursepack; # = class handout.)

September 3  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:


September 10  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:


Recommended Reading:


**September 17 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:**


**Groups For Group Projects Formed**

**Recommended Reading:**


**September 24 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:**

**October 1 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.


**Topics for Group Projects Due**

**Recommended Reading:**


October 8  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:


** Assignment # 1 Due **

October 15  Mid-Semester Break: No Class

** Outlines and Preliminary Bibliographies for Group Projects Due **

October 22  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:


**October 29**  
**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:**


**November 5**  
**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:**
• Axinn and Stern, Chapter 6, “The Depression and the New Deal: 1930-1940,” pp. 188 (top)-201, 208-220.

• * Neil Betten and Raymond A. Mohl (1986). “From Discrimination to Repatriation: Mexican Life in Gary, Indiana, During the Great Depression,” in Raymond A. Mohl and


**Recommended Reading:**


**November 12 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 Week of November 11 **

November 19 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:**


**November 26  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 3  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:


**Group Papers Due**

December 10       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:


** Take Home Final Examination Distributed **

December 17 ** Final Examination Due **