I. 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 will 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 and research; and social work-relevant promotion, prevention, treatment, and rehabilitation programs and services.

II. 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 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.

III. Course Objectives

Upon completion of this course, students will be able to:

- Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession.
- 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.
- Discuss the strengths and limitations of the current U.S. social welfare system in terms of the functions of 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.
- 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 correctional systems.
- 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.

IV. Relationship of SW530 to School’s Four Curricular Themes

- **Multiculturalism and Diversity.** Specific field of service is critically analyzed from multicultural, historical, 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.

V. **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.

VI. **Textbooks and News Media Requirements**

**Required Textbooks**


3. Course Pak available at Excel on South University.

4. Other material as noted in syllabus (recommended & documents).

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

**Recommended and Document Reading**

A list of recommended readings by week is listed below. All recommended readings are on reserve in the social work library under “Staller.” In addition, I will distribute additional handouts during class that are considered required reading.

**Required Media**

1. The *New York Times* (or Los Angeles Times, Washington Post, etc.) The NYT is available online at www.nytimes.com. The Times also offers a student discount rate on student subscriptions to hard copy editions.

2. The NewsHour with Jim Lehrer (Mon-Fri, on Public TV). In the local area there are at least 4 showings of the NewsHour per evening (6pm; 6:30 pm; 7pm and again around midnight. Check your local listings). The NewsHour is online at www.pbs.org/newshour.

**Recommended Media**

1. Local Newspaper (Ann Arbor News, Detroit);
2. CNN News and Policy discussions;
3. “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).

VII. **Oral Presentations and Written Assignments**

**Oral Presentation** – For one week’s set of readings, each student is expected to give an in-class oral presentation as well as lead a short discussion along with 2-3 other students (this will vary on the size of the class). *These presentations will begin with Week 2, September 9, 2003 with the last presentation to be held Week 13, December 2, 2003. Sign-up for presentations will begin the first class, September 2, 2003.*
Written Assignment 1 – Policy Argument Assignment (Refer to back of syllabus). Due date: September 30, 2003.

Written Assignment 2 – Comparative Policy Analysis. (Refer to back of syllabus). Due date: November 11, 2003

Written Assignment 3 – Final Take-home Exam. The final is a take-home exam in essay question format. 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/or in reading assignments. It is comprehensive. 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. So don’t be concerned if you see issues that have not been emphasized this semester. Due date: December 15, 2003.

Writing Assistance: Papers will be graded on quality of writing and presentation of argument. Poor writing is often the result of mistakes made due to grammar, spelling, and format. You will be graded lower for these kinds of errors. Addressing these fundamentals is the responsibility of each student. If possible, have someone who is unfamiliar with your subject read your paper before you turn it in. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Assistance is available at the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

Please bring a hard copy of all written assignments to class. E-mail attachments will not be accepted.

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.
F Student has failed to demonstrate minimal understanding of subject content.

Notes on Grading:

1. Class attendance and class participation are considered essential for this course. Therefore you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, and/or class notes from one of your classmates if you are unable to be in class. Completing “take home” assignments is a course expectation. You will be down graded for not handing them in as requested by the instructor.

2. I grade all papers anonymously. With each paper and exam submission, include a title page without your name on it, and provide a separate duplicate title page with your name. Only after I have read and graded all the papers, will I determine which paper belongs to whom.
3. Merely turning in assignments does not justify receipt of an “A” grade. This may be a very different approach to grading than what you have experienced at other schools and/or in the School of Social Work at U of M. If you put in the required work as previously outlined you should expect to receive a “B.” “A” grades are reserved for those students who go above and beyond the required work. Receipt of a grade of “B” indicates good work and is not a reflection of inadequacy. It is my hope that students do not focus on getting a particular grade but, instead, on doing that which is necessary to learn and challenge oneself with the substance of the course.

4. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) not on nebulous reference to “fairness.” The instructor reserves 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.

5. Students are expected to hand in assignments according to the due date specified on the class schedule. Late assignments will be downgraded unless an extension has been approved at least 48 hours prior to the regularly scheduled due date of an assignment. Additionally, students are not entitled to a grade of “Incomplete.” Except under unusual circumstances, Incompletes will be given at the discretion of the instructor after prior consultation with the student.

**Academic Misconduct:** Please acquaint yourself with University of Michigan, UM School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. You will find a discussion of plagiarism on page 22 of your Student Guide to the Master’s in Social Work Degree Program 2002-2003. Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

**VIII. Course Requirements**

The final grade for the class will be determined taking into account the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class preparation and participation</td>
<td>10%</td>
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<tr>
<td>Oral presentation:</td>
<td>5%</td>
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<tr>
<td>Advocacy Positions paper:</td>
<td>15%</td>
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<tr>
<td>Comparative problem and policy paper:</td>
<td>30%</td>
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<tr>
<td>Cumulative final exam:</td>
<td>40%</td>
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**IX. Class Policies**

**Students with Disabilities:** Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours. The University of Michigan provides support for students with disabilities through the Service for Students with Disabilities (SSD) office. Contact SSD at 734-763-3000, G219 Angell Hall, 435 S. State St., Ann Arbor, MI 48109-1003. [www.umich.edu/~sswd/ssd](http://www.umich.edu/~sswd/ssd).

**Religious-Academic Conflicts:** Please let me know in advance (preferably at least two weeks ahead of time) if you plan on missing class due to observance of religious holidays. Absence from class does not relieve students from responsibility for the class work required while absent. I will try to provide students with additional opportunities to catch up on material covered while absent (e.g. showing a in-class video at a different time).

**Confidentiality:** Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all social work professional standards of confidentiality during the semester.
### X. Schedule of Classes and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Class session</th>
<th>Readings and assignments Due</th>
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<tbody>
<tr>
<td>Week 1 -</td>
<td>Introductions, course overview, assignments, grading, expectations etc.</td>
<td>Take home exercise: Allocation exercise</td>
</tr>
<tr>
<td>September 2</td>
<td>Sign up for oral presentations to begin with Week 3. Overview.</td>
<td>Barusch, Chapters 1, 2, and 12 (skim)</td>
</tr>
<tr>
<td>Week 2 -</td>
<td>What is social welfare? How do we provide for it?</td>
<td><strong>Coursepak (CP):</strong> Michael Resich (2002).</td>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Week 3 -</td>
<td>British Social Welfare History and the U.S. Social Security Act</td>
<td>Take home exercise: Internet “Quiz” and Federal Budget Simulation</td>
</tr>
<tr>
<td>September 16</td>
<td></td>
<td>Barusch, Chapters 3-4 (skim)</td>
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<tr>
<td>Week 4 -</td>
<td>United States Social Welfare History - Early American Social Welfare, Labor</td>
<td>Trattner, Chapters 1</td>
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<tr>
<td>September 23</td>
<td>and the Road to Civil War</td>
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<tr>
<td>Week 5 -</td>
<td>United States Social Welfare History - Post Civil War, Progressive Era and</td>
<td>Barusch, Chapter 8 (skim), 10 (skim)</td>
</tr>
<tr>
<td>September 30</td>
<td>Roots of Social Work</td>
<td>Trattner, Chapters 4,5,8; 6-7 (skim both)</td>
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<table>
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<tr>
<th>Date</th>
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<tr>
<td></td>
<td></td>
<td><strong>WRITTEN ASSIGNMENT 1 DUE</strong></td>
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<td></td>
<td></td>
<td>Trattner, Chapters 6-11</td>
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<tr>
<td></td>
<td></td>
<td><strong>CP:</strong> Elizabeth Bussiere (1997).</td>
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<td></td>
<td></td>
<td><strong>SHORT WRITE-UP OF SECOND WRITTEN ASSIGNMENT DUE</strong></td>
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</table>
Week 7 - October 21  United States Social Welfare History - New Deal and Creation of the Welfare State

Barusch, Chapter 3, 8 (skim)

Trattner, Chapter 12, 13


Week 8 - October 28  Poverty, Anti-poverty programs, and the Expansion of the Welfare State

Barusch, Chapter 4, 3 (skim), 5 (skim)

Trattner, Chapters 14, 15


Week 9 - November 4  Redefining Poverty and the Retraction of the Welfare State

Barusch, Chapter 4

Trattner, Chapters 15, 16; Prefaces 1 through 6 (read in chronological order)


Week 10 - Diversity and Oppression
November 11

Barusch, Chapters 10, 11


**WRITTEN ASSIGNMENT 2 DUE**

Week 11 - Policies and Services for Children and Families
November 18

Barusch, Chapters 7, 8

Trattner, Chapter 6


Week 12 - Policies and Services for the Elderly
November 25

Barusch, Chapter 9

CP: Eric Kingson & John Williamson,


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**Week 13 - December 2**

Policies and Services for Health and Mental Health

- **Barusch,** Chapters 5, 6
- **Trattner,** Chapters 7, 9


**CP:** Mowbray & Holter, “Mental health and mental illness: out of the closet”

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**Week 14 - December 9**

Wrap Up

- **Barusch,** Chapter 13
- **Trattner,** Chapter 17

**FINAL WRITTEN EXAMS DISTRIBUTED**

**DUE BY 5 PM, DECEMBER 15, 2003**
Coursepack Table of Contents:


Recommended Readings:

Week 2 - September 9, 2003:

Week 3 – September 16, 2003:

Week 4 – September 23, 2003:

Week 5 and 6 – September 30 and October 7, 2003:

Week 7 – October 21, 2003:
Week 8 – October 28, 2003:

Week 9 – November 4, 2003:

Week 10 – November 11, 2003:

Week 11 – November 18, 2003:

Week 12 – November 25, 2003:
Source Materials:

In addition to the required and recommended readings, the following list includes useful books and journals for learning about specific social problems and policies.

Social Welfare Policy - General:

History of Social Welfare Policy:
Poverty, Jobs and Social Policy:


Marginalization, Social Stigma and Social Policies:


**Urban Development and Housing:**


**Health Care and Social Policies:**


**International Perspectives on Social Policy Issues:**


In addition to these books, you will find useful articles in various journals such as the ones below (a very brief list only) and major newspapers, such as the New York Times, will give you important policy information.

Aging and Social Policy  American Journal of Public Health
Child Welfare  Children and Youth Services Review
Children Today  Crime and Delinquency
Family and Child Mental Health  The Gerontologist
Journal of Health and Social Policy  Social Policy
Social Problems  Social Services Review
Social Work
This short written assignment is intended to provide you with an opportunity to present both sides of a controversial issue. Several brief statements of a perspective on a public policy issue are presented below. Select one and provide two written arguments, one that supports the position and one that opposes the position. Your positions must be well supported though research, policy documents, official statistics, and other authoritative sources. This is NOT an opinion paper. The assignments will be graded based upon the quality and effectiveness of the arguments. The reader should not be able to tell which side the author favors. The total paper should not exceed 6 double-spaced pages.

Position statements: (select one for your paper)

A. “The federal government should not be providing welfare programs; these programs are best handled by local governments and/or private efforts.”

B. “Extra Social Security retirement benefits that are provided for a spouse who has not worked should also be provided to partners in committed same-sex partnerships who have not worked.”

C. “A system of school vouchers, which can be used by families in a school of their choosing, should replace the current system of funding of public schools.”

D. “A minor aged female should be required to have parental consent to terminate a pregnancy.”

E. “All private health insurance should have the same coverage (such as, deductibles, co-pays, time limits) for mental health services as they do for health services”

F. “Income support programs for the poor should not make a person better off financially than they would be if they were working.”
Goals: The goals of this assignment are fivefold. The student should learn to:

- Identify a social condition that is being defined as a social problem at two different points in time OR in two different policy domains;
- Locate legislative policy, executive orders, or judicial opinions, that address the problem;
- Examine the relationship between problem definition and policy response;
- Compare and contrast the relationship between problem definitions and policy responses (either at two points in time OR across policy domains);
- Evaluate the outcome from a social work perspective.*

General Directions (in four easy steps):

1. Identify a social condition of importance to social workers that is “problematized” in public debate (e.g. teen pregnancy, child molestation, homelessness, domestic violence, drug use etc).

2. Articulate how this social condition has been “problematized” at two different points in time OR in two different policy domains. In other words explain how the problem has been conceptualized as a public problem. Who falls within this problem definition? Who is outside its scope, etc. Make sure you support your arguments. (e.g. Consider “unwed motherhood” and the Mother’s Pension movement, circa early 1900s and TANF today. OR Consider “cocaine use” within the mental health and criminal justice domains).

3. Compare and contrast the relationship between social problem and public policy either at two points in time OR between two policy domains (according to your choice).

4. Write a 10-12 page paper. (Guidelines below). Due date: November 11, 2003

PAPER GUIDELINES: For full credit the student must cover the following areas in the paper:

- Clearly identify the social condition under scrutiny
- Identify how the “problem” was defined in your two time frames or policy domains

* Students should make reference to the NASW Code of Ethics, formal NASW position papers and works by social workers that address the field’s view on the issue (E.g. Jackson, Vivian H. Behavioral managed care: A social work perspective. Behavioral Health Management. Cleveland: Nov/Dec 1996. Vol. 16, Iss. 6; pg. 22.)
• Contextualize the problem. How and why is it defined the way it is? Who is typified under the definition? Who is excluded? What values are attached? What assumptions are made? Etc.
• Compare and contrast the problem definitions and policy responses. How do they relate to each other and to the underlying social condition under scrutiny?
• From a social work perspective, is the problem defined as it should be? Why or why not? Are policy responses consistent with social justice and social work values? Why or why not? What would you recommend?

*Students should make reference to the NASW Code of Ethics, formal NASW position papers and works by social workers that address the field's view on the issue (e.g. Jackson, Vivian H. Behavioral managed care: A social work perspective. Behavioral Health Management.)