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 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.

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 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 Reading**

All recommended reading is located on reserve in the social work library.

**Document Reading**

All documents cited as reading in this syllabus will be distributed by the professor in class the week before they are to be read.

**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” and/or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).
1. Evening Network News - (CBS, ABC, NBC).
2. West Wing (Wednesday 10-11 pm) (If the writing stays as strong as it has been in previous seasons!)

**VI. Written Assignments and Grading**

**Assignment 1** - Advocacy Positions Assignment (See separate handout). 20% of the final grade. Due date: October 21 or 22nd.

**Assignment 2** - Problem and Policy Project: Definitions, Domains, and Responses. (See separate handout). 35% of the final grade. Topic Due Date: October 27-28. Final Assignment Due date: November 24th or 25th.

**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 on social policy.
issues. So don’t be concerned if you see issues that have not been emphasized this semester. 45% of the final grade. Distributed December 8th or 9th. Due date. December 15th or 16th.

**Writing Assistance.** For further assistance with writing, you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

**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.

**Four 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, 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. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. In short, your work will be evaluated as it compares to that of your classmates and not on some allegedly objective external scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.

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.

**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 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.
VII. Schedule of Classes & Assignments

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<tr>
<th>Tuesday September 2nd</th>
<th>Monday September 8th</th>
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<tr>
<td><strong>Introduction</strong></td>
<td><strong>Course overview, assignments, grading, expectations etc. What is social welfare policy? Why should social workers care?. Definitions of Social Policy and theories of social justice. Race, gender, class, age, sexual orientation</strong></td>
</tr>
<tr>
<td><strong>In Class:</strong></td>
<td><strong>Policy Definition and Social Justice Exercise</strong></td>
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<td><strong>Video:</strong></td>
<td><strong>House vote on Head Start block grant or Kidney article.</strong></td>
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<td><strong>Take Home Exercise:</strong></td>
<td><strong>Allocation Exercise</strong></td>
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<th>Tuesday September 9th</th>
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<td><strong>Take Home Exercise:</strong></td>
<td><strong>Federal Budget Simulation</strong></td>
</tr>
<tr>
<td><strong>Required Reading:</strong></td>
<td><strong>Barusch, Chapters 1, 2, and 12 (skim)</strong></td>
</tr>
<tr>
<td><strong>Documents:</strong></td>
<td>• How a Bill Becomes a Law (Federal)</td>
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<td></td>
<td>• Michigan: How a Bill Becomes a Law</td>
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<td></td>
<td>• Federal Budget Handouts</td>
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<tr>
<td><strong>Video:</strong></td>
<td><strong>The deficit for 2003 and projected debt</strong></td>
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Tuesday September 16th  

British Social Welfare History and The U.S. Social Security Act


Required Reading:

Barusch, Chapter 3 (skim), 4 (skim)
Trattner, Chapter 1

Documents:

• Elizabethan Poor Law of 1601
• The Law of Settlement, 1662

In Class Video: Day Labor, Services and Drawing Border Boundaries, Jim Lehrer.

Recommended Reading:


Tuesday September 23rd  

Early American Social Welfare, Labor, and the Road to Civil War


Reading:
Barusch, Chapter 2 (skim), 6 (skim), 10 (skim)
Trattner, Chapter 2-3
In Class Video: Excerpt 1776.
Take Home Exercise: Internet “Quiz” & Federal Budget Simulation

Documents:

- United States Constitution
- Thomas Jefferson, passage on slavery deleted from Declaration of Independence
- 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)
- Peter Kaim, Comments of a Swedish Traveler (1748)
- The Binding of Moses Love, 1747
- Dix, Memorial to the Honorable The Senate and the General Assembly of the State of New Jersey
- Franklin Pierce: Veto Message, An Act Making a Grant of Public Lands to the Several States for the Benefit of Indigent Insane Persons, 1854

Recommended Reading:


Tuesday September 30th

Post Civil War, Progressive Era and Roots of Social Work


Reading:

Barusch, Chapter 8 (skim), 10 (skim)
Trattner, Chapters 4-5, 8, 6-7 (skim).


Documents:

- Johnson, Veto Message (1866)
- Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1870, List of Murders, Alabama, 1866
- Bureau of Refugees, Freedmen, and Abandoned Lands, Registers of Signatures of Depositors in Branches of the Freedmen’s Saving and Trust Company, August 21, 1874

Staller, SW 530 Fall ’02
• Alabama’s 6 State Constitutions: 1819; 1861; 1865; 1869; 1875; and 1901 (on line at: legislature.state.al.us/misc/history/constitution.

• Recommended Reading:


Tuesday October 7th (fall break Oct. 13-14) Monday October 20th

Progressive Era and Roots of Social Work (continued)

Reading:
Trattner, Chapters 10-12


Documents:

• An Act to Prohibit the Coming of Chinese Laborers to the United States, September 13, 1888
• Amos G. Warner, Notes on the Statistical Determination of Causes of Poverty, 1889

Recommended Reading:

• See above.

Video: The Heart of Basset Place: W. Gertrude Brown and the Wheatley House –the black settlement house movement, civil rights roots, head start model.

FIRST ASSIGNMENT DUE FOR MONDAY CLASS
New Deal and Creation of the Welfare State: Social Security Act

The Great Depression: Roosevelt's New Deal. Poor relief or work relief: policy struggles in the New Deal. Radical challenges to the Deal: The Rank & File Movement. The Court Packing Plan. The role of the federal government in social welfare. The structure of the social security act and its importance as a conceptual blueprint. The “Creation” of the welfare state. Revisiting the notion of “worthy” and “unworthy” poor and Elizabethan Poor Law.

Reading:
Barusch, Chapter 3, 8 (skim)
Trattner, Chapters 13


Documents:
- Franklin Delano Roosevelt, Fireside Chat on Reorganization of the Judiciary, March 9, 1937
- Franklin Delano Roosevelt, Economic Bill of Rights, proposed January 11, 1944
- A WPA Farmer Tells his Story, 1938

Recommended Reading:


FIRST ASSIGNMENT DUE FOR TUESDAY CLASS
TOPIC FOR SECOND ASSIGNMENT DUE FOR MONDAY CLASS

Tuesday October 28th

The “Discovery” of Poverty, Great Society, Anti-poverty programs, and the Expansion of the Welfare State

Poverty: causes (structural, personal, cultural) and political perspectives (liberals vs.
conservatives). Feminization of poverty.

Reading:
Barusch, Chapter 4, 3 (skim), 5 (skim)
Trattner, Chapters 14-15.


Documents:
- John F. Kennedy, Nationally Televised Speech, June 11, 1963. Kennedy announces he will
federalize the National Guard in order to integrate the University of Alabama.
- Martin Luther King, I Have a Dream Speech, August 28, 1963
- Governor George C. Wallace (Alabama), The Civil Rights Movement: Fraud, Sham, Hoax.
July 4, 1964
- Lyndon B. Johnson, We Shall Overcome, March 15, 1965
- Alabama Literacy Test (in use until 1966).

Recommended Reading:


Video: The War on Poverty: Given a Chance & Segment on George Wallace Stand on the
Schoolhouse Steps

**TOPIC FOR SECOND ASSIGNMENT DUE FOR TUESDAY CLASS**

Tuesday November 4th   Monday November 10th

Redefining Poverty and the Retraction of the Welfare State

Stagnation and retrenchment of the welfare state. Reaganomics and the attack on social welfare.
New federalism. A “Contract with America.” The Clinton Years: “Ending welfare as we know
it”: PRWORRA and its consequences. Clinton’s Charitable Choice and Bush’s Faith-based
initiatives. The failure of health care reform. Bush Years: War on Terrorism, the Patriots Act,
Leave No Child Behind and ???

Required Reading:

Barusch, Chapter 4 (review)
Trattner, Chapters 15-16; Prefaces 1st through 6th editions (Please read in chronological order)


Documents:
• Contract with America
• The Republican Promises, NYT November 11, 1994
• Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWOA)

Recommended Reading:


Tuesday November 11th — Monday November 17th

Diversity and Oppression in 2003


Reading:
Barusch, Chapters 10-11


**Video:** Making amends, issues of social justice, power, privilege, oppression and politics: Slave Restitution (Jim Lehrer) OR Affirmative Action Case OR Civil Union vs. Marriage Debate.

**Documents:**


**Recommended Reading:**


**Tuesday November 18th**

**Reading:**

Barusch, Chapters 7-8

Trattner, Chapter 6


Recommended Reading:


SECOND ASSIGNMENT DUE FOR MONDAY CLASS

Tuesday November 25th  

Monday December 1st

**Policies and Services for the Elderly**

The Old vs. The Young? The problems of rhetorical debate that pits vulnerable populations against one another. The advantage of inter-generational and life-course policy frameworks. Similarities and differences: competence, health care, abuse and neglect. Demographic realities. Health care, long-term care, Older American Act, AARP.

**Reading:**

Barusch, Chapters 9


**Documents:**

- Types of Elder Abuse, National Center on Elder Abuse
- Trends in Elder Abuse in Domestic Settings, National Center of Elder Abuse

Recommended Reading:


SECOND ASSIGNMENT DUE FOR TUESDAY CLASS

Tuesday December 2nd  

Monday December 8th

**Policies and Services: Health and Mental Health**


**Reading:**

Barusch, Chapters 5-6

Trattner, Chapters 7, 9


**FINAL EXAMS DISTRIBUTED MONDAY CLASS**
Final Exam Due: Monday December 14th by 5 pm.

**Tuesday December 9th**
**Wrap Up**


**Reading:**
Barusch, Chapter 13
Trattner, Chapter 17
Exam Period Begins December 12th

**FINAL EXAMS DISTRIBUTED TUESDAY CLASS**
Final Exam Due: Tuesday December 15th by 5 pm.