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, 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

In-class activities, readings, and course assignments will be coordinated to enhance course objectives. For example, simulations of real-work processes, films, videos, and speakers presented in the classroom will provide the contextual background for student assignments in the community. Lectures by the instructor will be complemented by student presentations and by speakers representing consumers, providers, professionals, and volunteers involved in advocacy, community education, and service delivery.

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, and services to the elderly.

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:

1. Multiculturalism and Diversity. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.
3. Promotion, Prevention, Treatment, and Rehabilitation. The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.
4. 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.

6. Course Requirements:

Class Attendance and Participation.

Students are expected to attend every class session and to be prepared to participate in discussions and exercises. Please notify me (preferably by email) as soon as possible if you must miss a class. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are not in class. Also, please be cognizant of the disruptive nature of coming to class late. I plan to start each class on time (1:10 p.m.).

I realize that students vary in their comfort and experience with communicating verbally in group settings. In order to facilitate your participation I will call on students to solicit their input and also require all students to orally present a brief commentary on one week’s readings (Please see description below). Students with specialized learning needs are requested to make an appointment with me to discuss necessary arrangements. Finally, it is an expectation of this course that you will check your e-mail account at least a few times each week and reply when necessary.

Reading Commentary

Each student will select one week (starting on week 3 and ending on week 12) to make a brief (5-10 minutes) oral presentation where you will discuss the week’s readings in relation to a new account of a relevant policy issue. You should provide a copy of the news item (if text based) or a summary (if broadcast) by e-mail to everyone in the class by 12:00 on the Monday you are scheduled to present. In your commentary you should discuss the following: how the news story is related to the week's readings; how the issue is related to social justice, social work in general and your social work practice in particular; and, what you think your role as well as social work's role in general should be regarding the issue. Where applicable, you may comment on how the issue is depicted in the news item (e.g. one-sided, biased, balanced, etc.) and how this may affect the public’s interpretation of the issue. You should make direct references to the readings (as
well as the NASW code of ethics, where applicable). The presentation should not simply be a summary of the article and the readings. The goal here is to demonstrate your ability to apply course concepts to current events while also practicing your skills in communicating your thoughts on a topic. This assignment is an opportunity for you to contribute your particular interests and in so-doing, help all of us take advantage of the diversity represented by all of you. It is also a way of helping us understand how the media contributes to our understanding of social problems and policy solutions.

**Written assignments**

**Assignment #1. Advocacy Position Statements. 20%**

*Due: October 20, 2003. Beginning of Class.*

This 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. Students should select one and provide two written arguments, one that supports the position and one that opposes the position. Your positions must be well supported through 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. (see attached handout)

**Assignment #2. Problem and Policy Paper: Comparing Eras or Domains. 30%**

*Due: November 24, 2003. Beginning of Class.*

The goal of this research paper (10-12 pages), is to identify a social condition defined as a problem in two different points in times OR in two different policy domains; discuss the policies designed to address the problem, compare the problem definition and policy response in both eras or domains, and evaluate the outcome from a social work perspective. (see attached handout).

**Assignment #3 – Final Take-home Exam. 40%**

*Due: December 15, 2003 by 5:00 p.m. (handed out on December 8)*

The final is a cumulative take-home exam essay question format. Questions will be inspired by current news accounts from various news sources (including those brought in by students for their commentaries). 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.

**Note on written work**

My intent is to integrate your papers into class discussion and therefore I may quote from your paper or ask you to clarify or debate a point during class. Please be aware of these possibilities as you compose your thoughts.

**Format of papers**
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA style\(^1\) for your papers, including proper headings, citations and page numbering. I grade all papers anonymously. With each paper submission, please include a title page with only your student ID #, and provide a separate duplicate title page with your name AND student ID #. After I read and grade all the papers, I will identify the authors and record the grades.

**General Expectations for Written Work**

In general, you should use peer-reviewed materials or original historical materials for primary source material for your research papers. Government web sites may also be used as primary sources. If you use research published by research institutions (think tanks), try to balance their analyses with reports from other institutions with different political or ideological perspectives. When citing a website referred to in a paper, be sure to fully spell out the website address, so that the reader can find the article and page you used.

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points. **Please refer to your Student Guide to the Master’s in Social Work Degree Program 2001-2002 for further discussion of plagiarism.**

It is important to read and re-read your work before turning it in. 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. For further assistance with writing, you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

I fully expect that in all written work, students will adhere to the following NASW editorial policy: “In the interest of accurate and unbiased communication, the NASW publications program subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people.” *(Health and Social Work, 11:3, Summer 1986.)*

All assignments are due on the date and time specified. Lateness will result in reduction of your grade for that assignment and consequently for the course. In general, only emergencies will be considered as an acceptable excuse for lateness. If you have schedule conflicts with one of the due dates, please see me ahead of time. If you have any special needs with respect to religious observances, health or disability, or other concerns that may affect your fulfillment of any course requirements, please see me individually.

7. **Grading**

Class preparation, presentation and participation: 10%

Assignment #1 - Advocacy Positions paper: 20%

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Assignment #2 - Comparative problem and policy paper: 30%
Cumulative Final Exam: 40%
TOTAL 100%

Grades are based on a 100 point system. At the end of the term, the numerical grades earned for class participation, the two written assignments, and the final exam will be translated into letter grades according to the following formula:

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<thead>
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<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
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Notes on Grading

Class participation grade will be based on attendance, completion of take-home assignments, contributions to discussions and in-class activities, attention and response to other's contributions, and courtesy and respect to others. Written assignments will be graded according to how well the student demonstrates mastery of subject content and demonstration of critical analysis. The difference between A, B and C is based on the degree to which these skills are demonstrated. A grade of D will be given for assignments where the student has failed to demonstrate minimal understanding of subject content. It is best not to assume you will receive an “A” in this course. I grade 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.

In general, I do accept challenges to grades. However, challenges must be in writing; 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.

Incompletes are not granted unless it can be determined that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete prior to the final week of classes.

8. Course Materials:

There are two required texts for this class (available at Ulrich’s) and a course pack (available at Excel Test prep). All required material is available on reserve from the Social Work Library.
Recommended reading assignments may also be given. Some materials will be distributed in class or provided on-line.


All readings listed on the syllabus are required. Students must read all assigned material BEFORE the class for which they are assigned. Students will be expected to participate actively in class discussion and small group activities. I will call on students during class to offer their comments on the readings and on the general topic being discussed and I encourage you to draw on your personal and professional experiences. However, you should relate these experiences directly to the readings or to the topic being covered and this is very difficult to do if you haven’t actually done the readings.

Your learning will be correlated with the effort you expend in taking responsibility for your own goals and agendas. We will discuss many of the readings, but I may not discuss some unless you tell me you have a question or aren’t sure you see the relevance. In addition, there are numerous articles and books that have been written on the topics that we’ll cover in this course and there is simply not enough time to read all of them. Selection of these particular readings in no way suggests that the particular theories, problems, and populations covered represent all of the important issues. I am very happy to listen to your suggestions regarding the inclusion of other readings or activities that are relevant to this course.

Finally, I would like to add that I consider learning to be a lifelong and never-ending endeavor. As such I am excited to have the opportunity to deepen my own understanding of social welfare policies and services over the course of the semester. I also want to be responsive to the particular interests of students. Therefore, if during the term I encounter readings that would be relevant to the topic at hand, but that are not currently listed on the syllabus; I reserve the right to assign such readings on an ad hoc basis and will give students at least a week’s notice of any additional reading assignments. No more than one such reading will be assigned for any given week.

*Other resources*

The syllabus contains a list of other resource books and journals you may find useful in completing assignments. In addition, a list of the recommended readings is on reserve at the reference desk of the SW Library under Professor Karen Staller’s name.

*Print/Broadcast Media*

- 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.
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. 1. Local Newspaper (Ann Arbor News, Detroit);

“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).

Evening Network News - (CBS, ABC, NBC).

Cable ‘news’ shows - (CNN, MSNBC, FOX).

9. Readings and Class Schedule

Students should come to class having read the assigned readings and prepared to discuss and integrate them with classroom and field content. Some in-class exercises have been developed to synthesize and apply readings to practice situations however; I will also call on you individually to solicit your thoughts and analysis of the readings and the topic at hand. It will be helpful if you bring each week’s set of readings with you to class to facilitate class discussion.

Week #1. September 8  Introduction to Course Structure and Content

Section I: Conceptions of Social Welfare

Week #2. September 15  What is social welfare?/What is social policy analysis
Barusch:
Chapters 1 – Social Justice and Social Workers
Chapter 2 – Collective Responses to Social Problems.
Chapter 12 – Policy Practice.

Course pack (CP):
-Reisch, “Defining social justice in a social unjust world”

Section II: Foundations of Social Welfare in the U. S.

Week #3. September 22 Colonial America, the Revolution and the Civil War.

Trattner:
Chapter 1 - Background
Chapter 2 - Colonial America
Chapter 3 - The Era of the American Revolution
Chapter 4 - The Trend toward Indoor Relief
Chapter 5 - The Civil War and After: Scientific Charity

Week #4. September 29 From the Civil War through the Progressive Era

Trattner:
Chapter 8 - The Settlement House Movement
Chapter 9 - The Mental Health Movement
Chapter 10 - Renaissance of Public Welfare
Chapter 11 – The Quest for Professionalization

CP:
-Bussiere, “The ‘maternalist’ movement for mothers’ pensions in the Progressive era”
-Rabinowitz, “From exclusion to segregation: health and welfare services for Southern blacks”

Section III: Creation of the Welfare State

Week #5. October 6 The Depression and the New Deal

Barusch:
Chapter 3 – The Social Security Act

Trattner:
Chapters 12- Social Work and Welfare in the 1920s
Chapter 13 – Depression and the New Deal

CP:
-Longmore & Goldberger, “The League of the Physically Handicapped and the Great Depression”
-Hamilton & Hamilton, “Coping with the New Deal”

Section IV: Expansion of the Welfare State

Week #6. October 20 From the New Deal through the War of Poverty

ASSIGNMENT #1 DUE

Barusch:
Chapter 4 – Poverty and Income Support.
Trattner:
Chapter 14 - From World War to Great Society
Chapter 15 - A Transitional Era

CP:

Section V: Contraction of the Welfare State

Week #7. October 27  Reagan and Beyond

Trattner:
Chapters 16 - War on the Welfare State
Chapter 17 - Looking Forward – Or Backward?

CP:
-Murray, Chapter 11 – The Social Scientists and the Great Experiment.

Week #8. November 3  Poverty and Income Support Policies and Services

Barusch:
Chapter 4 – Poverty and Income Support.

CP:
-Danziger & Seefeldt, “Ending welfare through Work First”
-Rank, “As American as apple pie”

Section VI: Populations, Policies and Programs

Week #9. November 10  Diversity and Oppression

Barusch:
Chapters 10 – Racial and Ethnic Minorities
Chapter 11 – Gays and Lesbians

CP:
-Chan, “The social organization of Asian immigrant communities”
-Karger & Bricout, “Has the Americans with Disabilities Act gone too far?”
-Alvarez & Pipes, “Are affirmative action policies increasing equity in the labor market?”

Week #10. November 17  Policies and Services for Children, Women and Families

Barusch:
Chapter 7 - Children
Chapter 8 - Women

CP:
-“Caring for Infants and Toddlers”
-Gordon, “Putting children first”
-Cullen & Loeb, “K-12 education in Michigan”

Week #11. November 24  Policies and Services for the Elderly
ASSIGNMENT #2 DUE

Barusch:
Chapter 9 – The Elderly
CP:
-Kingson and Williamson, “The generational equity debate”
-Takamura, “Getting ready for the 21st century”

Week #12. December 1  Policies and Services for Physical/Mental Health and Disabilities

Barusch:
Chapter 5 – Health Care
Chapter 6 – Mental Illness
CP:
-Goddeeris, “Health care in Michigan”
-Gorin. “Inequality and health: implications for social work.”
-Mowbray & Holter, “Mental health and mental illness: out of the closet”

Finale


Barusch:
Chapter 13- The Future of Social Welfare and Social Work

HAND OUT FINAL EXAM

SW 530.003 Introduction to Social Welfare Policy and Services – Fall 2003
Course Pack Table of Contents

Week #2
Week #4

Week #5

Week #6

Week #7

Week #8

Week #9

Week #10

Week #11

Week #12

Recommended Reading

2. September 15  What is social welfare?/What is social policy analysis

3. September 22 Colonial America, the Revolution and the Civil War.

4. September 29 From the Civil War through the Progressive Era

5. October 6 The Depression and the New Deal


6. **October 20**  From the New Deal through the War of Poverty


7. **October 27**  Reagan and Beyond


9. **November 10**  Diversity and Oppression


10. **November 17**  Policies and Services for Children, Women and Families


11. **November 24**  Policies and Services for the Elderly


**Other 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 that articles in various journals such as the ones below (a very brief list only).

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 Welfare
Social Work

Written Assignment #1
Advocacy Positions
SW 530 Social Welfare Policy and Services
Anthony J. Mallon Fall 2003
This 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 through 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. Due Date: October 20, 2003.

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.”
• 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, dom. 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).

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
• 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?
• 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. Nov/Dec 1996. Vol. 16, Iss. 6; pg. 22.)