Introduction to Social Welfare Policy and Services
Social Work 530, Section 004
Fall, 2004

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Course location: SSWB 3816
Mondays, 1:10 p.m. – 4:00 p.m.
Office hours:
Mondays, 4:15 – 5:30, and
Tuesdays, 5:15 – 6:30
or by appointment.

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 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.

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:

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. Differences among codes of ethics for several social work professional organizations will also be explored.

6. Course Requirements:

*Attendance*
I expect you to attend and to be prepared to take part in each class session. Attendance is important for you to keep up with course work. Missing three classes will reduce your final grade one half grade (e.g. and A will be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. As adult learners, I expect you to make appropriate decisions about attending class. Please notify me 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 unable to be in class. Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. I will leave handouts by the door of the classroom so you may pick them up when you enter.

*Contribution to class*
I expect that you will not only attend, but will contribute to the class. Your contribution may be related to questions that you raise, your participation in class exercises or, with producing and discussing brief written assignments. Though some students find talking in class difficult, it is important to the learning process for you to share your thoughts and interact with the class. Class comments and interactions help me to teach better, as well.

*Written assignments*
1) Election “Ad” Assignment.
   The instructions are attached at the end of this syllabus.

2) Individual Final Examination
   The final exam will be a take-home essay exam. The 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 reading assignments. The exam is comprehensive.
Format of papers
All papers must be typewritten, double-spaced and have a 12 point font with one inch margins. Use APA¹ for your papers, including proper headings and citations.

I grade all papers for my classes anonymously. You may submit your assignments on PC disk in Word format, or on paper. If you provide a disk, do not include your name on the disk label or on the file containing your paper. Include a separate file with your name only that you should save with the title "author." Put your student ID number on the label of the disk. With each disk submission, please also submit a paper copy (follow the instructions below regarding cover sheets) and note on the top that you have submitted it on disk. The purpose is to ensure that I have a copy if the disk does not work. I will not accept papers via e-mail.

On paper submissions, put your student ID number on the back of your last page. Only after I have read and graded all the papers, will I determine which paper belongs to whom.

Be sure to keep a copy of any submission. I have yet to lose a student’s paper, but it could happen.

General Expectations for Written Work
I fully expect that in all written work that students will adhere to the following NASW editorial policy:

In the interest of accurate and unbiased communication, the NASW publications program subscribe 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.)

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. Papers or journal entries that are completed for another course are not acceptable and will be assigned 0 points. Please read sections 4.0311, 4.0312, 4.091 in your Student Guide. In addition read the page on plagiarism from the University of Michigan Libraries at http://www.lib.umich.edu/handouts/plagiar.pdf.

I consider both content and format in assigning grades. Though I weigh content more heavily in grading assignments, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, 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. The School has arranged for special writing assistance for international students. Please take advantage of these services.

7. Grading

On each assignment, I will assign a numerical grade that corresponds to a letter grade. The criteria for letter grades 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 are 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.

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

I understand that grading is a subjective process and do my best to minimize that subjectivity. In addition to reading and evaluating your papers anonymously, I use a template for each assignment to assess your papers and compare each paper to that template, not to one another. If, after you read my feedback, you have further questions, please see me about them. I will re-read your paper if you have specific concerns. I will do so only in response to written challenges that are specific and based on substantive arguments, not on nebulous references to “fairness.” I reserve 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.

All assignments are due on the dates specified. Unless an extension contract has been arranged between me and a student, any assignment that is not completed on the due dates will be assigned 0 points.

Incomplete Grades
In general, I do not assign an incomplete grade for the class. In the event that a student has a major emergency, I will assign an incomplete, but will require that we create a contract that sets the date for completion of the course. Any work that is not turned in by that date will be assigned 0 points, and a final grade will be assigned.
Course Grade
Your final grade will be determined taking into account the following:

Election Ad Assignment: 40%
Final Exam: 50%
Contribution to class: 10%

8. Course Materials:

There are two required texts for this class and a Coursepack. All texts are available on reserve from the Social Work Library. In addition to the texts, supplemental reading assignments will be given. Some materials will be distributed in class; other reading will be available on-line. Recommended reading material will be on reserve in the Social Work Library.

Required reading


The text books are available at Ulrich's, Michigan Book and Supply and Michigan Union Bookstore.

The Coursepack is available at Excel on South University. The Table of Contents for the Coursepack is attached to the end of this syllabus.

Required Media
Read the articles that appear on the front page of a major daily newspaper such as the *New York Times*, the *Washington Post*, the *Los Angeles Times*, or the *Chicago Tribune*. Read other social policy related articles as you find them. Note that such articles are often located in the business sections of newspapers. All of these papers are available on-line; however, there are very real advantages to reading them in print. In addition to these national papers, you should read a local newspaper.

Additional news sources
Local newspaper such as the *Ann Arbor News*, or the *Detroit Free Press*.
The NewsHour with Jim Leher. This show broadcast each weeknight on your local PBS station. Times vary. There are at least four broadcasts each evening. In addition, The NewsHour is online at http://www.pbs.org/newshour.

“All Things Considered” or “Morning Edition” on National Public Radio. These can be accessed locally via WUOM-FM (91.7), WKAR-FM (90.5) or WDET-FM (101.9). They are also available on-line as live broadcasts or via the NPR website: http://www.npr.org.

Internet
You will find many useful resources on the Internet; however, you should know that you must exercise caution when you use internet sources. In general, most web materials should be cited as secondary sources, and you should use peer-reviewed materials or original historical materials for primary sources. Government web sites may be used as primary sources. If you use research published by political sciences research institutions (think tanks) you must take care to acknowledge any known biases of the groups and should try to balance their work with work from others with a different political ideological perspective. Make certain that you include your download date in your citation as web pages change rapidly.

If you are required to read or use a particular website for assignments, I will send the link to the class via e-mail, and will note it as an assignment. From your citation, I should find the page that you have used.

9. Course Outline.

There is a curse frequently attributed to the Chinese that states: “May you live in interesting times.” As I am sure you are well aware, we do live in interesting times. Whether they are cursed will be something that must be left to future historians. What is clear, however, is that interesting times means lots of social activity. As events occur, we may find that we will want to make changes in the schedule below. Any such changes will be fully discussed in advance.

I realize that the readings for each session are long. I expect you to use your best judgment about these assignments. During our first session, we will discuss strategies for getting the most out of them in order to prepare for class participation.

In addition to the assigned and recommended reading, I may bring in class handouts or make suggestions of interesting and informative articles as I come across them I hope that you, too, will share your finds with the class.
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<tr>
<th>Date</th>
<th>Class session</th>
<th>Preparation of session and due assignments</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Distribute Syllabi</td>
<td>Attend Tuesday session 11-2 or pick up materials at my office prior to 9/13/04</td>
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<tr>
<td>September 7</td>
<td>Introductions &amp; Class Discussion</td>
<td>Barusch, Chapters 1-3</td>
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<td>September 20</td>
<td>United States Social Welfare History Early Years Through the Civil War</td>
<td>Trattner, Chapters 1-5</td>
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<td>September 27</td>
<td>United States Social Welfare History Progressive Era and the Rise to Professionalism</td>
<td>Elizabethan Poor Laws (handouts)</td>
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<td>October 4</td>
<td>United States Social Welfare History – New Deal and the Establishment of the Welfare State</td>
<td>Trattner Chapters 6-11</td>
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<thead>
<tr>
<th>Date</th>
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<th>Reading Material</th>
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<tr>
<td>October 11</td>
<td>United States Social Welfare Policy – Great Society &amp;</td>
<td>Trattner Chapters 14-16</td>
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<td>Antipoverty Programs: Expansion of the Welfare State</td>
<td>Barusch, Chapter 4</td>
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<td>October 18</td>
<td>Fall Break. No Class</td>
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<td>October 25</td>
<td>Display and Discuss Ads</td>
<td>Advertisement and Brief due</td>
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<td>Poverty and Income Support Policies and Services</td>
<td>Barusch, Chapters 4</td>
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<td>to fail I: Maximizing short-term gains in *Losing ground: American social policy</td>
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<td>Understanding People in their Social Worlds 2, 41-49.</td>
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<td>November 1</td>
<td>Guest Lecturer: Iva Grasso, MSW, RN Policies &amp; Services</td>
<td>Vote Tomorrow!</td>
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<td>for Health and Disabilities</td>
<td>Barusch, Chapter 5</td>
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<td>benchmark analysis of its fiscal and economic structure (pp.169-189). East Lansing:</td>
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<td>Michigan State University Press.</td>
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November 8  **Guest Lecturer: K. Foula**  Dimopoulos, MSW

Social Policy through a Rainbow Lens: Transgender, Bisexual, Lesbian and Gay Communities

Handouts

November 15  **Immigration and Other Diversity Concerns**


November 22  Policies and Services for Children, Women and Families

Barusch, Chapters 7-8


November 29  Policies and Services for the Elderly

Barusch, Chapter 9


December 6 Policies and Services for Mental Health and Corrections

Barusch, Chapter 6


December 13 Wrap up – Policy Practice and Future Policy Issues

Final Exam distributed

December 20 Final Exam due no later than 1:00 p.m.

10. Housekeeping

Electronic Devices
In consideration of your classmates, and due to their disruptive nature, please turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Special Circumstances
If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me.

Religious Observances
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements.