1. Course Description:

This course is an introduction to the history and analysis of social welfare policy and services. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. 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 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 successful 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 with an understanding of their evolution over time as a function of historical circumstances, scientific/research findings, and the role of values.
3. Describe and critically analyze social welfare policies/services from a multicultural perspective.
4. 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. This course will seek to identify how the cultural or experiential situation of individuals and groups impact their perspectives on and experience of social welfare policies and practices.

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**
Students are required to attend and to be prepared to take part in each class session. Attendance is important to keep up with course work. It is the student’s responsibility to get materials, handouts, or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

**Class preparation requirements**
In addition to weekly attendance, each student is required to write up a question/reaction on the assigned readings for 6 of the class sessions. These are due over email or at my office by noon Monday on the day of class. They will be useful for coming to class prepared to discuss the readings and for my framing some of my comments each week around your ideas.

**Newspaper/Broadcast News**
The best way to keep current on policy issues is to regularly read a major newspaper, such as the New York Times (www.nytimes.com). The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. As with all newspapers, one should be careful to distinguish between the news reports and the editorial commentary.

News reports and feature shows (such as Nightline) are another source of information about current policy issues. The News Hours with Jim Lehrer on Public Television is an excellent source of more in-depth discussion of emerging policy issues.

**Written assignments**
There are 2 major written assignments: one paper and a final exam. The details will be handed out in class.
1. **Candidates, Policies, and the Political Process**  
   **Due: November 1, 2004.**

   This assignment draws upon the Presidential campaign to identify a key issue and explore the positions of the two major candidates on that issue. It will involve formulating political ad and writing a position paper about the issue that is highlighted in the ad.

2. **Final exam**  
   **Due: by December 17, 2004.**

   This exam is designed to review and integrate materials in readings and classes from throughout the semester. The exam will be handed out on the last day of class.

**Format of papers**

The written assignments (including the final exam) must be typewritten and double-spaced using a 12-point font and one inch margins. Use APA (American Psychological Association style for your papers, including proper headings and citations. Please remember to number the pages.

Assignments are graded **anonymously**. Please use your student ID number to identify yourself rather than your name.

**General Expectations for Written Work**

Students are expected to adhere to the following NASW editorial policy concerning “importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. (Health and Social Work, 11:3, Summer 1986.)

Plagiarism – presenting another’s words or ideas as your own – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic misconduct.

It is important to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. 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.

The University has resources for students who would like to improve their writing. For example, you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429. Please feel free to contact me if you have questions about this or would like more information.
7. Grading

The criteria used for each letter grade are:

A  Demonstration of a level of critical analysis, creativity and/or complexity in completion of the assignment that clearly exceeds expectations for the assignment or the course

B  Mastery of subject content at level of expected competency at the graduate level – fully meeting course expectations

C  Demonstrates some understanding of subject content, but improvement is needed to have master of the subject matter

E  Student does not demonstrate sufficient understanding of course material to receive course credit

A plus (+) or minus (-) designation is used to indicate gradations above or below the level indicated by the grade.

All grading has a subjective element. If, after you read my feedback, you have questions about the assignment of the grade, please feel free to see me about them.

All assignments are due on the date specified. 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.

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

- Class preparation and participation: 10%
- Course paper: 40%
- Final exam: 50%

8. Course Materials:

There are two required texts and a coursepack of readings for this class. All texts are available on reserve from the Social Work Library. In addition to the texts and coursepack, Internet-based and other class resources may be suggested.

Required texts, available at Ulrich’s, Michigan Book and Supply, and Michigan Union Bookstore:


Coursepack (required readings)
Available at Excel Test Preparation (1117 S. University; 996-1500)

Internet: You will find many useful resources for researching papers on the internet. In general, use peer-reviewed materials or original historical materials for primary source material for your research. 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 (URL) and the download date so that the reader can find the page you used.

9. Course Outline.

Session 1--Sept. 13  Introduction to course and initial discussion of social policy frameworks

Session 2--Sept. 20  Overview of social welfare and social policy analysis

Readings:
Barusch, Ch. 1-2 (pp.1-72) and Ch. 12 (pp. 369-396)
CP:  Reisch, “Defining social justice in a socially unjust world”

Session 3--Sept. 27  United States Social Welfare History – Early years through the Civil War

Readings:
Trattner, Prefaces and Ch. 1-5 (pp. xi-107)
Elizabethan Poor Laws (handout)

Session 4—Oct. 4  United States Social Welfare History – Progressive era and Rise of the Profession

Readings:
Trattner, Ch. 5-11 (pp. 77-252)
CP:  Bussiere, “The ‘maternalist’ movement for mothers’ pensions in the Progressive era”
CP:  Rabinowitz, “From exclusion to segregation: health and welfare services for Southern blacks”

Session 5--Oct. 11  United States Social Welfare History - New Deal and the Establishment of the Welfare State

Readings:
Trattner, Ch. 12-13 (pp. 253-303)
Barusch, Chapter 3 (pp. 44-75)

Readings:
- Trattner, Ch. 14-15 (pp. 304-361)
- Barusch, Chapter 4 (pp. 76-120)
- CP: Harrington, “The invisible land”

Session 7—Nov. 1  United States Social Welfare History Reagan and Beyond: The Retraction of the Welfare State and Welfare Reform

Readings:
- Trattner, Ch. 16-17 (pp. 362-401)
- CP: Murray, Chapters 11-12 in *Losing Ground*

**Written assignment due**

Session 8—Nov. 8  Poverty and Income Support Policies and Services

Readings:
- Barusch, Ch. 4 (pp. 76-120)
- CP: Danziger & Seefeldt, “Ending welfare through Work First”
- CP: Bernstein, J. (2001) “Let the war on the poverty line commence”
- CP: Rank, “As American as apple pie”

Session 9—Nov. 15  Vulnerable Populations: Diversity and Oppression—Welfare Simulation

Readings:
- Barusch, Ch. 10-11 (pp. 301-366)
- CP: Chan, “The social organization of Asian immigrant communities”
- CP: Karger & Bricout, “Has the Americans with Disabilities Act gone too far?”
- CP: Alvarez & Pipes, “Are affirmative action policies increasing equity in the labor market?”

Session 10—Nov. 22  Policies and Services for Children, Women, and Families

Readings:
Barusch, Ch. 7-8 (pp.196-265)
CP: “Caring for Infants and Toddlers”
CP: Gordon, “Putting children first”
CP: Cullen & Loeb, “K-12 education in Michigan”

Session 11--Nov. 29 Policies and Services for the Elderly

Readings:
Barusch, Ch. 9 (pp. 266-300)
CP: Smeeding, “Income maintenance in old age”
CP: Kingson and Williamson, “The generational equity debate”
CP: Takamura, “Getting ready for the 21st century”

Session 12--Dec. 6 Policies and Services for Health and Disabilities

Readings:
Barusch, Ch. 5 (pp. 122-158)
CP: Goddeeris, “Health care in Michigan”
CP: Gorin, “Inequality and health”
CP: Berger, “Infant mortality”

Session 13--Dec. 13 Policies and Services for Mental Health and (last class) Wrap up: Future Issues in Social Welfare

Readings
Barusch, Ch. 6 (pp. 159-191) and Ch. 13 (pp. 397-408)
CP: Mowbray & Holter, “Mental health and mental illness: out of the closet”

Final exam given out—due Dec. 17

10. Coursepack Table of Contents:


• Jared Bernstein, (2001). Let the war on the poverty line commence. Foundation for Child Development.


