Course Description
This seminar traces the interrelated development of social policy and social services, the philosophy of social welfare, and the evolution of the social work profession in the United States. It analyzes the values and assumptions that form the foundation of existing services and institutions, and explores the social, economic, political, and cultural contexts in which they have developed. The seminar will explore the evolution of cash assistance and social service provision in light of the nation’s enduring legacy of economic and social inequality, racism, and sexism. It will also examine those aspects of U.S. social welfare development that are unique and those it shares with other industrialized countries. Finally, it will analyze the development of the social work profession from different perspectives and assess the potential future of social services in the U.S. in the context of economic globalization and its consequences.

The seminar will focus in depth on such topics as:

- The emergence and transformation of the concept of the U.S. welfare state
- The development of social services in the U.S. from a multicultural perspective
- The role of women in the development of U.S. social services
- The differentiation of functions among the public, nonprofit, and for-profit sectors
- Different interpretations of the evolution of the social work profession in the U.S.
- The changing role of research and interdisciplinary influences in constructing the knowledge base of social services and social policies.
- The role of historical research in tracing the emergence of U.S. social services and placing contemporary issues in their historical context

Prerequisites: The course is open to doctoral students in all departments and programs. Master’s students in social work, urban planning, public policy, nursing, women’s studies, African American studies, and other related fields may also enroll with the permission of the instructor.

Required Readings
- A course pack of required readings (Available at Excel Printing, 1117 S. University).
- A sourcebook of historical documents (to be distributed in class).
**Recommended Texts** (Students should read one or more books from each of the following categories early in the term, particularly if they have little background in history.):

1. **Books on the History of U.S. Social Welfare**

3. **Books on the History of U.S. Social Work**

**Note:** The bibliography of social welfare and the history of social work in the U.S. is enormous and growing, although there are still major gaps. This syllabus attempts to balance primary and secondary sources that address some (but not all) of the major issues. A working bibliography on the history of U.S. social welfare will be distributed in class. Students will also develop their own annotated bibliography.

**Course Organization and Assignments**
The course will be conducted as a seminar that combines short lectures by the instructor, presentations by students, and semi-structured discussions of course topics and readings. To be successful, a seminar requires the full participation of all members. This requires active and critical engagement with the course material, including the assigned readings.

**Assignment 1: Comparative Book Review Essay (20%)**
Students will select two books of historical significance that address a topic of interest or relevance to the course from different theoretical, ideological, or historiographical perspectives and write an essay comparing and contrasting the books’ analyses of this topic and their implications for contemporary social services. These essays should be approximately 2000-2500 words (8-10 typed, double-spaced pages). For examples of this style of essay, see the *New York Review of Books*, *Harper’s*, the *Atlantic Monthly*, the *New Yorker*, or *The Nation*. **Due: October 12.**

**Assignment 2: In-Class Presentation/Mini-Lecture (20%)**
Each student will introduce and facilitate a discussion of the week’s topic. (The beginning date will depend on course enrollment.) The student will identify a salient issue or theme to introduce the topic and will lead a discussion of the topic, the course
readings, and their implications. Each mini-lecture should be approximately 15 minutes. Further details and a schedule of presentations will be discussed in the first class.

Due: As scheduled in the seminar.

Assignment 3: Research Paper/Presentation (60%)
Students will select a topic of contemporary and historical relevance in the social services field and prepare a journal length paper on the topic (15-20 pages, double-spaced, plus sources). The paper should emphasize the historical roots of the issue and the ways in which historical forces have shaped contemporary perspectives. Time will be set aside in the seminar to discuss students’ progress and problems with their papers, including issues of sources, methodology/historiography, and ideology. Students will also develop annotated bibliographies on chosen topic and make brief, conference-type presentations during the last two sessions. The assignment will be graded as follows:

- Annotated Bibliography (10%) Due: November 23
- Presentation (20%) Due: November 30 or December 7 (TBA)
- Paper (30%) Due: December 14

Class Participation
Since the success of a seminar depends on the participation and mutual responsibility of all its members, it is expected that students will participate regularly, fully, and in a manner that demonstrates respect for their colleagues.

Course Topics and Readings

Week 1: September 7 Creating a Multicultural History of U.S. Social Welfare
Reading (To be read and discussed during the first class meeting):

Week 2: September 14 The Philosophic Roots of U.S. Social Welfare
Primary Sources:

**Secondary Sources:**


**Week 3: September 21 The Background to Modern U.S. Social Welfare**

**Primary Sources:**

• Charles Loring Brace (1872). The causes of the success of the work, in *The dangerous classes of New York and 20 years work among them* (pp. 440-448), New York: Wynkoop and Hallenbeck (reprinted by NASW, 1973).

**Secondary Sources:**

• Ram Cnaan (1999). Religious roots of America’s social services system, in The newer deal: Social work and religion in partnership (pp. 112-132), New York: Columbia University Press.
• Darlene Clark Hine (1990). “We specialize in the wholly impossible”: The philanthropic work of Black women, in Kathleen McCarthy, ed., Lady bountiful revisited: Women, philanthropy, and power (pp. 70-95), New Brunswick: Rutgers University Press.

Week 4: September 28 The Progressive Era

Primary Sources:
Secondary Sources:

** Paper Topic Due **

Week 5: October 5 From World War I to the New Deal

Primary Sources:

Secondary Sources:

Week 6: October 12  The New Deal & The Origins of the Welfare State

Primary Sources:
• Dorothy Kahn (1931, December 28). What actually is happening in some families in Philadelphia, statement before the Subcommittee of the Committee on Manufactures, U.S. Senate. (Reprinted in Pumphrey & Pumphrey, pp. 408-413.)
Secondary Sources:


** Comparative Book Review Essay Due **

Week 7: October 19 Fall Mini-Break – No Class

Week 8: October 26 The Concept of the Welfare State

Primary Sources:

Secondary Sources:


Week 9: November 2 From World War II to the War on Poverty

Primary Sources:


Secondary Sources:

- Michael B. Katz (1989). From the undeserving poor to the culture of poverty, in *The undeserving poor: From the war on poverty to the war on welfare* (pp. 9-35), New York: Pantheon.


Week 10: November 9  The War on Poverty & the Great Society

Primary Sources:

• Andrew Billingsley and Jeanne M. Giovannoni (1972). Black children and white child welfare, in Children of the storm: Black children and American child welfare (pp. 3-18), New York: Harcourt, Brace, Jovanovich.


• Lyndon Baines Johnson (1965, March 15). We shall overcome, speech before a joint session of the U.S. Congress, Washington, DC, 7 pp.


Secondary Sources:

• Michael B. Katz (1989). Intellectual foundations of the war on poverty, in *The undeserving poor: From the war on poverty to the war on welfare* (pp. 79-123), New York: Pantheon.
• Brendon O’Connor (2003). The liberal consensus and the Great Society, in *A political history of the American welfare system: When ideas have consequences* (pp. 49-70), Lanham, MD: Rowman and Littlefield.
• Guida West (1981). The mobilization of poor women, in *The national welfare rights movement: The social protest of poor women* (pp. 15-75), New York: Praeger.

**Week 11: November 16**

**Reaganism & the Attack on Social Welfare**

**Primary Sources:**

• Michael Harrington (1982). Why the welfare state breaks down, in Irving Howe, ed., *Beyond the welfare state* (pp. 16-41), New York: Schocken Books.

Secondary Sources:
• Mimi Abramovitz (1996). Restoring the family ethic: The assault on women and the welfare state in the 1980s, in Regulating the lives of women: Social welfare policy from colonial times to the present, 2nd ed. (pp. 349-388), Boston: South End Press.

Week 12: November 23 Ending Welfare as We Know It
Primary Sources:
• Bill Clinton (August 22, 1996). Remarks on Welfare Reform, in Mink and Solinger (pp. 658-662).

Secondary Sources:
• Brendan O’Connor (2003). The new right, in *A political history of the American welfare system: When ideas have consequences* (pp. 137-156), Lanham, MD: Rowman and Littlefield.

** Annotated Bibliography Due **

Week 13: November 30  Class Presentations of Papers

Week 14: December 7  Class Presentations of Papers

Week 15: December 14  The Future of Social Welfare in the U.S.

Primary Sources:
• Contemporary Sources (To be Determined).

Secondary Sources:
• Robert M. Ball and Thomas N. Bethell (1997). Bridging the centuries: The case for traditional Social Security, in Eric R. Kingson and James H. Schulz, eds.,
Social Security in the 21st century (pp. 259-294), New York: Oxford University Press.


