THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

Introduction to Social Welfare Policy and Services
Social Work 530, Section 001
Fall, 2004

Professor Sandra K. Danziger, Ph.D.,
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Course location: 3752 SSWB
Mondays, 1:00 p.m. – 4:00 p.m.
Office hours: by appt. or
M 4:30 – 5:30 pm; T 2:30-5 pm

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 case, 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**
You are required to attend and to be prepared to take part in each class session. Attendance is important to keep up with course work. Please notify me (email, phone or fax) 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. Please be cognizant of the disruptive nature of coming to class late. I will leave handouts by the door of the classroom each week.

Note: Attendance of the lunchtime video matinees is also required, Mondays 12-1, 3752 SSWB.

**Class preparation requirements**
In addition to weekly attendance, each student is required to write up a question/reaction on the assigned readings for 8 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.

Another requirement for this course is that each student complete the online library tutorial on conducting policy-related research. Contact the SW Library for further details/information. It is strongly advised that this be done in preparation for the writing assignment due October 25.

**Written assignments**

You must complete 2 written assignments. The details of each assignment will be posted on the class email list serve and handed out in class.

1. Advocacy/policy position paper, **Due: October 25, 2004.**

In 10-12 pages, this assignment is designed to have you research arguments on both sides of a Presidential campaign election issue. You will produce a one-page print ad or handout flyer and a 10-page supporting policy brief. You can choose one issue to cover and research from a social
work perspective or from the point of view of a community in need. You must support the side you take and also anticipate and argue the response of the opposition.


This assignment is a take home essay exam designed to review and discuss materials in readings and classes from throughout the semester. A set of essay questions will be handed out on the last day of class and there will be a choice of answering 4 out of 5 of the questions. A part of this exam will be to compare/contrast a specific social problem definition and the approach taken to solve the problem in social welfare policy in different eras in American history.

Format of paper & essay exam

All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA style for your papers, including proper headings and citations. Please remember to number the pages.

I grade all papers anonymously. With each paper submission, please include a title page without your name on it, and provide a separate duplicate title page with your name. After I read and grade all the papers, I will identify the authors and record the grades.

General Expectations for Written Work

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.)

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 or journal entries that are completed for another course are not acceptable and will be assigned 0 points. Please refer to page 50 of your Student Guide to the Master’s in Social Work Degree Program 2001-2002 for

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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.

7. Grading

Each assignment will be given a letter grade. The criteria I use 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.

Please understand that grading is a subjective process. If, after you read my feedback, you have further questions, please 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, reaction papers, Library research online tutorial, and in-class participation: 20%
Advocacy/Policy paper: 35%
Cumulative final exam: 45%

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, recommended readings and other class resources will be suggested. Some materials will be distributed in class; other readings will be available on-line.

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


Required Coursepack Readings, available at Excel Test prep (for listing of contents, see Section 10 of this syllabus)

There will be a few copies of the required texts and coursepack placed on reserve at the Reference Desk of the Social Work Library.

Other resources:

This syllabus contains a list of other resource books and journals you may find useful in completing assignments. (See Section 11 of this syllabus.) In addition, Professor Staller has a list of recommended readings for her SW 530 sections that she is placing on reserve at the reference desk of the SW Library. These may be helpful in studying for the exam and for weekly class preparation.

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 papers. Government web sites may also be used as primary sources. If you use research published by political science 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 page you used, and the download date. Completion of the SW Library tutorial on policy-related research will provide further guidance on these issues.
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<thead>
<tr>
<th>Date</th>
<th>Class session</th>
<th>Required readings, recommended readings and assignments Due</th>
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<tr>
<td>September 7</td>
<td>Introductions – combined in first session of the cluster class; Discuss course plan; Receive syllabus.</td>
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<td>September 13</td>
<td>Overview of social welfare policy and social work services, past and present</td>
<td>Barusch, Chapters 1-3 and 12, pp.1-72, and 367-396</td>
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<td>What is social welfare?</td>
<td>Coursepack (CP): Reisch, “Defining social justice in a socially unjust world”</td>
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<td>September 20</td>
<td>United States Social Welfare History – Early years to the Civil War</td>
<td>Trattner, Prefaces and Chapters 1-4, pp. xi-76</td>
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<td>Elizabethan Poor Laws, Handout</td>
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<td>September 27</td>
<td>Monday is Community day</td>
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<td>October 4</td>
<td>United States Social Welfare History – Progressive era and Rise of the Profession</td>
<td>Trattner, Chapters 5-11, pp. 77-252</td>
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<td>CP: Bussiere, “The ‘maternalist’ movement for mothers’ pensions in the Progressive era”</td>
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<td>CP: Rabinowitz, “From exclusion to segregation: health and welfare services for Southern blacks”</td>
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<td>NOTE: Make sure reaction papers are coming in, aim to complete two around this week</td>
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<td>Barusch, Chapter 3, pp. 44-75</td>
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<td>CP: Longmore &amp; Goldberger, “The League of the Physically Handicapped and the Great Depression”</td>
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<td>Barusch, Part II Intro and Chapter 4, pp. 73-121</td>
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<td>CP: Harrington, “The invisible land”</td>
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<td>NOTE: Advocacy/Policy paper due</td>
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<td>November 1</td>
<td><strong>Get out the Vote community day</strong></td>
<td>NOTE: Two more reaction papers should be getting done by now</td>
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<td>November 8</td>
<td>United States Social Welfare History -- Reagan and Beyond: The Retraction of the Welfare State Welfare Reform</td>
<td>Trattner, Chapters 16-17, pp. 362-401</td>
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<td>CP: Murray, Chapters 11-12 in Losing Ground</td>
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<td>November 15</td>
<td>Welfare Simulation Event, Memorial Union. Pendleton Room</td>
<td>NOTE: More reaction papers should be completed and turned in.</td>
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<td>November 16, Tuesday, 8-11 am</td>
<td>Poverty and Income Support Policies and Services</td>
<td>Barusch, Chapter 4, pp. 73-120</td>
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<td>CP: Danziger &amp; Seefeldt, “Ending welfare through Work First”</td>
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On The Poverty Line Commence” or go directly to www.ffcd.org/ourwork.htm

CP: Rank, “As American as apple pie”
Barusch, Chapters 10-11, pp. 301-366

November 22
Vulnerable Populations: Diversity and Oppression
Barusch, Chapters 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?”

November 23 (Tuesday 9:30-11) and November 29
Policies and Services for Children, Women and Families
Barusch, Part III intro and Chapters 7-8, pp. 193-265
Trattner, Chapter 6, pp. 108-139

CP: “Caring for Infants and Toddlers”

CP: Gordon, “Putting children first”

CP: Cullen & Loeb, “K-12 education in Michigan”
Barusch, Chapter 9, pp. 266-300

CP: Smeeding, “Income maintenance in old age in rich countries”

CP: Kingson and Williamson, “The generational equity debate”

CP: Takamura, “Getting ready for the 21st century”

Policies and Services for the Elderly

Barusch, Chapter 9, pp. 266-300
December 6  Policies and Services for Health and Disabilities

Barusch, Chapter 5, pp. 122-158
Trattner, Chapter 7, pp. 140-162

CP:  Goddeeris, “Health care in Michigan”
CP:  Gorin, “Inequality and health”
CP:  Berger, “Infant mortality”

December 13  Policies and Services for Mental Health and Wrap up: Future Issues in Social Welfare

Barusch, Chapter 6, pp. 159-191; and Chapter 13, pp. 397-408
Trattner, Chapter 9, pp. 192-213

CP:  Mowbray & Holter, “Mental health and mental illness: out of the closet”
CP:  Human Rights Watch, “Ill-equipped”

NOTE: CUMULATIVE ESSAYS EXAM HANDED OUT, DUE BY DECEMBER 20
All reaction papers turned in by today, 12/13.
10. Coursepack Table of Contents:


11. 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 useful articles in various journals such as the ones below (a very brief list only) and major newspapers, such as the New York Times:

**Aging and Social Policy**

American Journal of Public Health

Social Work

**Child Welfare**

Children and Youth Services Review

Social Policy

**Children Today**

Crime and Delinquency

Social Services Review

**Social Problems**

The Gerontologist

Journal of Health and Social Policy