The moral test of a society is how it treats those in the dawn of life—its children; those in the twilight—the elderly; and those in the shadow of life—the sick, the needy and the handicapped.

- Hubert Humphrey, 1977

1. Course Description:

This course surveys the history of social welfare policy, services, and the social work profession. 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 are 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 and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relations to the diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

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, and workplaces
• 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, and programs, nationally and cross-nationally with attention to:
• the strengths and weaknesses of various policies and programs
• 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, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation
• community service programs.

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, educational practices, 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. Course Design:

It is anticipated that the multiple sections of this course will be coordinated and lectures, assignments, readings, class exercises, and examinations will be shared across instructors. Various classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students and guest lecturers.

5. Relationship of the Course to Four Curricular Themes:

- Multiculturalism and Diversity. The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.

- Social Justice and Social Change. The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.

- Promotion, Prevention, Treatment, and Rehabilitation. The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

- Behavioral and Social Science Research. Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

6. 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.


This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

8. Textbooks and News Media Requirements

Required Textbooks


3. Other material as noted in syllabus (recommended & documents).

Required texts may be purchased at Ulrich’s, Michigan Book and Supply and Michigan Union Bookstore.

Recommended Reading: All recommended reading is available from the instructor. If sufficient numbers of students are interested in these readings I will place them on reserve in the library.

Document Reading: All documents cited as reading in this syllabus will be distributed by the professor in class the week before they are to be read. If they are not distributed, than you are not responsible. If you miss class, however, please make sure you pick up a copy of distributed documents from a classmate.

Required Media

1. 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 discount rate on student subscriptions to hard copy editions.
2. 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; and again around midnight). Check your local listings. The NewsHour is online at www.Pbs.org/newshour/.

Recommended Media

- Local Newspaper (Detroit Free Press);
- CNN News and Policy discussions;
- “All Things Considered” and/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).

9. Assignments and Grading

Library Assignment (see grading note) – Students are expected to complete the library tutorial on or before October 8th by 5:00pm. (NOTE THE QUIZ WILL BE REMOVED FROM THE WEBSITE SHORTLY AFTER THIS DATE). Students must complete the library quiz with a score of 80% or better. The final course grade will be marked down one grade step (example: from A- to B+) for failure to satisfactorily complete the quiz. (See separate handout for assignment).

Debate Assignment (graded): See separate handout for assignment details. Presentation dates to be determined by Sept. 14th. This assignment is worth 30% of the final grade.

Policy Paper (final graded): Comparing Social Welfare Policies/Programs (See separate handout with instructions). Due dates: Preliminary Outline (Oct 26th). Final Paper (December 7th). It is worth 40% of the final grade.

**Final Examination (graded).** - 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. **Exam date: Tuesday, December 14th.**

**SUMMARY OF ASSIGNMENT DUE DATES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>LIBRARY QUIZ</td>
<td>October 9th</td>
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<tr>
<td>DEBATE ASSIGNMENT:</td>
<td>Dates TBD by Sept. 14th</td>
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<tr>
<td>WRITTEN ASSIGNMENT:</td>
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<tr>
<td>Preliminary Outline</td>
<td>Oct. 26th</td>
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<td>Final Paper</td>
<td>Dec 8th</td>
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<tr>
<td>FINAL EXAM TAKE HOME:</td>
<td>December 14th</td>
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**Writing Assistance.** For further assistance with writing you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

The criteria for each grade 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 is 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.
- **F** Student has failed to demonstrate minimal understanding of subject content.

**Four Notes on Grading:**

1. Class attendance and class participation are considered essential for this course. Therefore you are expected to attend, to be prepared, and to make reasonable contributions. Many of the final exam questions will be drawn from class lectures and discussions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class.
2. I grade all papers anonymously. Put only your student identification number on your submitted work. After I have read and graded all the papers, I will determine which paper belongs to whom.

3. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.

4. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) not on nebulous references 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.

Academic Misconduct: Please acquaint yourself with University of Michigan, UM School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. You will find a discussion of plagiarism in the Student Guide to the Master’s in Social Work Degree Program online. Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

10. Schedule of Classes & Assignments

September 7th -- Introduction

Whenever you find yourself on the side of the majority, it is time to pause and reflect.
-Mark Twain

I have spent many years of my life in opposition, and I rather like the role.
-Eleanor Roosevelt

Course overview, assignments, grading, expectations etc. What is social welfare policy? Why should social workers care? Definitions of Social Policy and theories of social justice. Race, gender, class, age, sexual orientation

In Class: Policy Definition and Social Justice Exercise

Required Reading:


Recommended Reading:


The problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationships.

- Andrew Carnegie

We do not have a money problem in America. We have a values and priorities problem.

- Marian Wright Edelman

Debate assignment schedule to be determined


Suggested Exercise: Federal Budget Simulation

Required Reading:
Barusch, Chapters 1 – 3 (Part 1).

Recommended Reading:


Documents:
- How a Bill Becomes a Law (Federal)
- Michigan: How a Bill Becomes a Law
- Federal Budget Handouts

September 21st - British Social Welfare History and The U.S. Social Security Act

Charity is no substitute for justice withheld.

- St Augustine


Required Reading:
Axinn & Stern, Introduction & Chapter 2: The Colonial Period (begin)
Barusch, Chapter 4


Documents:

• Elizabethan Poor Law of 1601
• The Law of Settlement, 1662
• Barusch (2002) Table 3.1 Contents of the Social Security Act of 1935

Recommended Reading:

• Social Security History at [www.ssa.gov/history/history.html](http://www.ssa.gov/history/history.html)

**September 28th - Early American Social Welfare, Labor, and the Road to Civil War**

*Justice without forces is powerless; force without justice is tyrannical.*

- Blaise Pascale


Reading:

Axinn & Stern, Chapter 2 Colonial period (finish) and Chapter 3 The pre-civil war

In Class Video.

Documents:
• United States Constitution
• Thomas Jefferson, passage on slavery deleted from Declaration of Independence
• Miscellaneous Colonial Town Records (1665)
• Franklin, Benjamin “Petition to Parliament” (1767 or 1768)
• Colonial Statutes: Act Imposing a Duty on Persons Convicted of Heinous Crimes and to Prevent Poor and Impotent Persons Being Imported (1790)
• Peter Kaim, Comments of a Swedish Traveler (1748)
• The Binding of Moses Love, 1747
• Dix, Memorial to the Honorable The Senate and the General Assembly of the State of New Jersey
• Franklin Pierce: Veto Message, An Act Making a Grant of Public Lands to the Several States for the Benefit of Indigent Insane Persons, 1854

Recommended Reading:

• Slave narratives from the federal writers project 1936-38 at www.memory.loc.gov/amen/snhtml/snhome.html

October 5th - Post Civil War, Progressive Era and Roots of Social Work

_The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life._

- Jane Addams

War and social policy: The U. S. Sanitary Commission & the Freedman’s Bureau; Johnson Veto and federalism. Reconstruction, Resegregation (Jim Crow) and social welfare. Role of war-related disabilities and social welfare responses (past and present).


REMINDER: LIBRARY QUIZ DUE OCT 8th

In Class Video: The Women of Hull House.
Reading:

Axinn & Stern, Chapter 4 -The Civil War & Chapter 5 - Progress and Reform (begin)


Documents:

- Johnson, Veto Message (1866)
- Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1870, List of Murders, Alabama, 1866
- Bureau of Refugees, Freedmen, and Abandoned Lands, Registers of Signatures of Depositors in Branches of the Freedmen’s Saving and Trust Company, August 21, 1874
- Alabama’s 6 State Constitutions: 1819; 1861; 1865; 1869;1875; and 1901 (on line at: legislature. State. al.us/misc/history/constitution.

Recommended Reading:

- Aston-Mansfield History

October 12th - Progressive Era and Roots of Social Work (continued)

*Justice is conscience, not a personal conscience but the conscience of the whole of humanity. Those who clearly recognize the voice of their own conscience usually recognize also the voice of justice.*

- Alexander Solzhenitsyn

Reading:

Axinn & Stern, Chapter 4 Progress and Reform (finish)


Recommended Reading:

- See above.
In Class Video: The Heart of Basset Place: W. Gertrude Brown and the Wheatley House – the black settlement house movement, civil rights roots, head start model.

**FALL BREAK OCT. 18 AND 19**

October 26th - New Deal and Creation of the Welfare State: Social Security Act

*When will our consciences grow so tender that we will act to prevent human misery rather than avenge it?*

- Eleanor Roosevelt

**Reminder: Preliminary outline due**

The Great Depression: Roosevelt's New Deal. Poor relief or work relief: policy struggles in the New Deal. The Court Packing Plan. The role of the federal government in social welfare. The structure of the Social Security Act and its importance as a conceptual blueprint. The "creation" of the welfare state. Revisiting the notion of "worthy" and "unworthy" poor and Elizabethan Poor Law.

In Class Video: Harry Hopkins (FDR and the New Deal).

**Reading:**

Axinn & Stern, Chapter 6 - Depression and New Deal
Barusch, Chapter 4 (re-visit) & 8


**Documents:**

- Franklin Delano Roosevelt, Fireside Chat on Reorganization of the Judiciary, March 9, 1937
- Franklin Delano Roosevelt, Economic Bill of Rights, proposed January 11, 1944
- A WPA Farmer Tells his Story, 1938

**Recommended Reading:**

November 2nd ~ The “Discovery” of poverty, Great Society, Anti-poverty programs, and the Expansion of the Welfare State

That the poor are invisible is one of the most important things about them. They are not simply neglected and forgotten as in the old rhetoric of reform; what is much worse, they are not seen.
- Michael Harrington


In Class Video: The War on Poverty: Given a Chance

Reading:

Axinn & Stern, Chapter 7 - War and Prosperity
Barusch, Chapter 5 & 9


Documents:
- John F. Kennedy, Nationally Televised Speech, June 11, 1963. Kennedy announces he will federalize the National Guard in order to integrate the University of Alabama.
- Governor George C. Wallace, School House Steps Speech, June 11, 1963
- Martin Luther King, I Have a Dream Speech, August 28, 1963
- Governor George C. Wallace (Alabama), The Civil Rights Movement: Fraud, Sham, Hoax. July 4, 1964
- Lyndon B. Johnson, We Shall Overcome, March 15, 1965
- Alabama Literacy Test (in use until 1966).

Recommended Reading:
November 9th
Reagan Legacy: Retraction of the Welfare State;
Clinton Re-defining Poverty

*Justice is itself the great standing policy of civil society; and any eminent departure from it, under any circumstances, lies under the suspicion of being no policy at all.*

- Edmund Burke


ASSIGMENT: Comparing Social Welfare Policies/Programs paper due

In Class Video: NewsHour June 7, 2004. Reagan in his own words; and/or Historians remember “Reagan the Policy Maker”. And/or “Charitable Choice”

Required Reading:

Axinn & Stern, Chapter 8 - Conservative Resurgence
Barusch, Chapters 8 & 14

Documents:
- Contract with America
- The Republican Promises, NYT November 11, 1994
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWOA)
- Outline of TANF (2000).
- Data on AFDC/TANF (2000)

Recommended Reading:

• Sandra K. Danziger (2005). Mott Memo: Path to job can be rocky for many women.

November 16th

Freedom and justice cannot be parceled out in pieces to suit political convenience. I don’t believe you can stand for freedom for one group of people and deny it to others. -Coretta Scott King

G. W. Bush Years and Post 9/11 context: War on Terrorism. Legislation: USA PATRIOT Act, Leave No Child Behind (and legal challenges to it as an unfunded mandate). Faith-based initiatives and continuing the shift in social service responsibility, The Supreme Court's role in Lawrence v Texas (14th Amendment revisited,) and the implications for the LGBT civil rights movement. Gay Marriage landscape and Advocacy. The Bill and Melinda Gates Foundation.

Reading:
Barusch, Chapters 10
Axinn & Stern, Chapter 9 Social Welfare and the Information Society

Video: For the Bible Tells Me So (2008)

Documents:

- Linda Greenhouse (December 4, 2002). Black robes don’t make the Justice, but the rest of the closet just might. New York Times.

Recommended Reading:


November 23rd

Polices and Services: Health and Mental Health

The worst form of inequality is to try to make unequal things equal.

- Aristotle


Reading:
Barusch, Chapters 6 & 7
November 30th

Policies and Services: Children and Families

Right knows no boundaries, and justice no frontiers;  
the brotherhood of man is not a domestic institution.  
- Learned Hand

Women vs. children or children as part of family? What is the target of policy? CAPTA and JJDPA.  
Day care and implications for children and their parents.  
Education: who pays, how is it delivered, to whom and how is accountability achieved?  
Conceptualization of “good” and “bad” children (and families).

Reading:  
Barusch, Chapter 11 & 12


Recommended Reading:


December 7th
Policies and Services for the Elderly & Obama Administration: Current Assessment and Future Directions

*Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.*
- Martin Luther King

*You can’t depend on your eyes when your imagination is out of focus.*
- Mark Twain

*The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood.*
- Martin Luther King, Jr.

Reminder: Final Paper due

Take Home exam given out

The Old vs. The Young? The problems of rhetorical debate that pits vulnerable populations against one another. The advantage of inter-generational and life-course policy frameworks. Similarities and differences: competence, health care, abuse and neglect. Demographic realities. Health care, long-term care, Older American Act, AARP.

So much left to do and no more time. A critical look at the first year of the Obama Administration. What did we expect? How far have we gotten? Globalization? International social work? The future of American social policy? The advocacy and organizing role of social workers in matters of social policy.

Reading:
Barusch, Chapter 13

Recommended Reading:

• Barusch, Conclusion


Dec 14th FINAL EXAM
Due in my office no later than 4:00PM