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).

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; and, community service programs.
**Course Competencies and Practice Behaviors**

This course addresses the following competencies and practice behaviors:

**COMPETENCY 3**—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

**COMPETENCY 4**—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

**COMPETENCY 5**—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

5.1 understand the forms and mechanisms of oppression and discrimination

5.3 engage in practices that advance social and economic justice

**COMPETENCY 6**—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

6.2 use research evidence to inform practice.
COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

8.1 analyze, formulate, and advocate for policies that advance social well-being

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

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. (Practice Behaviors 4.1, 5.1, 9.1)

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. (Practice Behaviors 3.1, 4.1, 5.3, 9.1)

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. (Practice Behaviors 4.1, 5.1, 6.2, 9.1)

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. (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1)

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. (Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)

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.
**Theme Relation to Multiculturalism & 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.

**Theme Relation to Social Justice:**

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

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:**

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

**Theme Relation to Behavioral and Social Science Research:**

Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

**Relationship to SW 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.

**Faculty Approved:** October 17, 2012

**Required Textbooks/Resources**


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


**Required texts** may be purchased at Ulrich’s, Michigan Book and Supply and Michigan Union Bookstore (consider why buying local is important) or online. Required and recommended article reading is available on C-Tools.

**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. You may use electronic copies if you prefer but each student must have a copy of the text in front of them for class.

**Required Media.** The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. As with any news source, one should be careful to distinguish between the news reports and the editorial commentary. Recommended media sources include:

2. The News Hour (Mon-Fri, on Public TV). In the local area there are at least 3 showings of the News Hour per evening (6pm; 6:30 pm; and again around midnight) as well as online. Check your local listings. The News Hour is online at www.Pbs.org/newshour/ and has extensive links to additional material. Other sources of information include: MSNBC Countdown or ABC Nightline.

Recommended Media

- Local Newspaper (Detroit Free Press; Ann Arbor News);
- CNN News and Policy discussions;
- National Public Radio programs such as “All Things Considered” and/or “Morning Edition”. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online.
- Evening Network News - (CBS, ABC, NBC).

9. Written Assignments and Grading

Research support and questions can be directed to Sue Wortman (swortman@umich.edu), the social work librarian.

1) Active class participation is expected. 10% of final grade.

2) Policy Paper (See separate handout with instructions; graded): Comparing Social Welfare Policies/Programs.

Due dates: Preliminary Outline and Research Plan with beginning reference list is due Oct. 8th/9th (Hard copy in class). Final Paper Nov. 12th/13th (HARD copy in class). It is worth 30% of the final grade.

There are several chapters in Jansson and several additional articles that you might find useful as you begin to think about this assignment, as well as articles listed;

- Jansson: Chapter 14 Using Knowledge of the Evolution of the Welfare State to Improve Your Professional Practice
3) Debate Assignment - Handout to be provided with further instructions. 30% of Final Grade

4) Final Take-home Exam (graded). - The final is a take-home exam in essay question format. 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/or in reading assignments. It is comprehensive.
Due date: Wednesday, December 14th by 5:00pm. HARD COPIES ONLY. It is worth 30% of the final grade.

SUMMARY OF ASSIGNMENT DUE DATES

NOTE: ALL assignments must be submitted as a hard copy directly to the instructor. The HARD copies will be graded.

POLICY PAPER ASSIGNMENT:
  Preliminary Outline          Oct. 8th/9th
  Final Paper                 Nov 12th/13th

Debates                     TBD

FINAL EXAM DISTRIBUTED:     December 3rd/4th

FINAL EXAMS DUE (Hard copies only): December 10th/11th

Writing Assistance. One of the benefits of being a student at the University of Michigan is the range and depth of resources to which you have access. The Sweetland Writing Center (SWC) is one such resource. For help with the final paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. SWC is located at 1139 Angell Hall. Call (734) 764-0429 to schedule an appointment.

The criteria for each grade are as follows:

A range  Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, 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.

Three 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. Most 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 attend a class.

2. 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.

3. 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 upwards or downwards.

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. Plagiarism—presenting another’s words or ideas as your own—is a serious violation of academic integrity and will be grounds for failure of the course and other disciplinary action as described under the School’s policies on academic and professional conduct (see: http://www.ssw.umich.edu/studentguide Volume 1 Section 12.02). Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen. Another useful resource is located at: http://www.lib.umich.edu/academic-integrity/resources-students.

Special Accommodations and volunteering to aid: The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. To find out more information and resources, to coordinate reasonable accommodations for documented disabilities or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities, G664 Haven Hall. (734) 763-3000; http://www.umich.edu/~sswd/ or email: sswaccessibility@umich.edu.

Schedule of Classes & Assignments

September 3rd/4th -- Introduction

Whenever you find yourself on the side of the majority, it is time to pause and reflect.
Course overview (the rhythm from beginning to end), assignments, grading, expectations etc. Introduction to the rhythm of the course. Poverty and welfare reform and the presidential election. 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. What is “fair” for whom?

Policy Definition and Social Justice Exercise (continued next week).

Required Reading:


September 10th/11th- THE OTHER AMERICA: THEN AND NOW “Celebration”

One Nation, (In)divisible: The Future of Inequity in America

- Debate Teams formed, Policy chosen.

Required Reading:


Recommended Reading:


September 17th/18th - What is Social Welfare? Paying for a Just and Civilized Society.

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

- Exercise: Federal Budget Simulation
- Debate preparation

**Required Reading:**

Janssson: Chapter 1 The Symbiotic and Uneasy Relationship: Clients, Social Workers and the Welfare State.

**Recommended Reading:**


**Documents:**

- Federal Budget Handouts

**September 24th/25th- British Social Welfare History and The U.S. Social Security Act**

*Charity is no substitute for justice withheld.*

- St Augustine


**Reading:**

Janssson: Chapter 2 Making the American Welfare State More Humane-Past, Present and Future

**Documents:**
• Elizabethan Poor Law of 1601
• The Law of Settlement, 1662

Recommended Reading:
• Social Security History at www.ssa.gov/history/history.html

Oct. 1st/ 2nd - Early American Social Welfare, Labor, and the Road to Civil War

Justice without forces is powerless; force without justice is tyrannical.
- Blaise Pascal


Reading:

Jansson: Chapter 3 Fashioning a New Society in the Wilderness &
Chapter 4 Social Welfare Policy in the 19th Century: 1789-1902 (skim)

Documents:

• United States Constitution
• How a Bill Becomes a Law (Federal)
• Michigan: How a Bill Becomes a Law
• 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 8th/9th - 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). Veteran Administrations expanding definition of PTSD.


POLICY PAPER Outline and Research Plan Due.

In Class Video: The Women of Hull House.

Reading:

Jansson: Chapter 4 Social Welfare Policy in the 19th Century: 1789-1902 & Chapter 5 Social Reform in the Progressive Era (skim)

• Watch Oct 11th 9:00 – 10:30 PM. Vice- Presidential Debate. Foreign and Domestic Policy.
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:


October 15th/16th – FALL BREAK

Oct. 22nd/23rd - 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:

Jansson: Chapter 5 Social Reform in the Progressive Era


Recommended Reading:


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.
Oct. 29th/ 30th - 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*

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. Disability and policy.

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

Reading:

Jansson: Chapter 6 Social Policy to Address the Worst Economic Catastrophe in U.S. History


Documents:

- Franklin Delano Roosevelt, Fireside Chat on Reorganization of the Judiciary, March 9, 1937
- A WPA Farmer Tells his Story, 1938

Recommended Reading:

Nov 6th/7th – The “Discovery” of poverty, Great Society, Civil Rights Movement
Anti-poverty programs, and the Expansion of the Welfare State
ELECTION DAY!!

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

The affluent society. The “discovery” of poverty in the land of plenty. Revisiting: The Other America.

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

Reading:

Jansson: Chapter 7 The Era of Federal Social Services: The new frontier and the Great Society &
Chapter 8 The Paradoxical Era: 1968-1980


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).
• Revisit U. S. Constitution: Voting Amendments.

November 12th/13th
Reagan Legacy: Retraction of the Welfare State;
POST ELECTION RESULTS: What will be the implications for Social Work?

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

At Home Exercise: Visit www.playspent.org and see if you can survive!

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

Reading:

Jansson: Chapter 9 The Conservative Counterrevolution in the Era of Reagan and Bush, Sr. & Chapter 10 Reluctance Illustrated: Policy uncertainty under the Clinton Administration


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:


November 19th/20th
G.W. Bush and thereafter: Faith, Politics, Sexual Orientation
Judicial Advocacy: Affirmative Action and Gay Rights

15
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


Reading:
Jansson: Chapter 11 George W. Bush’s Quest for Realignment

Killian, Mary Lou (2010). The politics is personal: Relationship recognition policies in the United States and their impact on services for LGBT People. Journal of Gay & Lesbian Social Services, 229-

Visit University of Michigan Admissions Law Suits: http://www.vpcomm.umich.edu/admissions/

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 26th

November 27th

No Class Holiday break

Policies and Services: Health Policy and Health Reform

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

- Aristotle


Reading:

Jansson: Chapter 12 Would President Barack Obama Reverse the Cycle of History?


Recommended Reading:


Dec. 3rd/4th

Population Specific Policies and Services: Children and Elderly

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

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

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. Women vs. children or children as part of family? What is the target of policy? CAPTA and JJDA. 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).

FINAL EXAM – distributed in class.

Reading:

Jansson: Chapter 13 Why Has the American Welfare State Been Reluctant- What can we do about it?


Reauthorization JJDPA


See Encyclopedia entry on “Children” at <http://www.oxfordnaswsocialwork.com.proxy.lib.umich.edu/entry?entry=t203.e50-s1#>

December 10th/11th
Finishing Up and Looking Forward
Discussing the Final Exam

Have a great break!!