

Course Syllabus

SW 825 Historical and Contemporary Issues in Social Work and Social Welfare  
Fall Term 2014

Tuesday 9:00-noon  
Location: SSWB 1794

Instructor: Karen M. Staller, Ph.D., J.D.

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*“Progress in human affairs, whether in science or in history or in society, has come mainly through the bold readiness of human beings not to confine themselves to seeking piecemeal improvements in the way things are done, but to present fundamental challenges in the name of reason to the current way of doing things and to the avowed or hidden assumptions on which it rests. I look forward to a time when the historians and sociologists and political thinkers of the English-speaking world will regain their courage for that task.”*

- Edward Hallett Carr, Historian

*“Breaking rules entails risk. In my view, if social work is to carry out its responsibilities of providing leadership, raising important questions, addressing important issues, and encouraging knowledge development that will support social workers’ professional mission, it must not shy away from controversy.”*

-Stanley Witkin, Social Worker Scholar

**Preliminary Note:**

The course was designed as a required course for the joint doctoral students in social work and social sciences. As such it has three major objectives: 1) to provide a sound grounding in the history of the profession of social work; 2) to provide an equally sound grounding in the history and philosophy of social welfare policy and services in the U.S.; and 3) to introduce and apply comparative frameworks for examining domestic, cross-national and/or global social work, social welfare policy, and/or program or service interventions.

**Course Abstract**

This course centers on the examination of the purposes of social welfare and social work and how they have reflected different philosophical and ideological positions, diverse class, racial, ethnic, and cultural perspectives, and the particular historical contexts in which they emerged. It covers long standing conflicts and tensions in the field such as the role of social responsibility vs. social control, how needs are recognized and determined, the nature of helping, perspectives on social justice and charity, the professional role of social workers, and organizational arrangements for social work and social welfare.

The focus of this course is on the development of U.S. social welfare and social work with a comparative, cross-national and multicultural lens.

### **Course Objectives**

- Demonstrate an ability to explain and critique the emergence and transformation of the U.S. welfare state;
- Distinguish between different theoretical, philosophical, and practice assumptions throughout the history of U.S. social welfare. Critically apply these assumptions in comparative work;
- Demonstrate an ability to explain and critique the development of social services in the U.S. from a multicultural perspective assessing the influence of racial, gender, class, religious and cultural factors;
- Develop an understanding of the evolution of the social work profession in the U.S. and its relationship to the “scientific” and/or “research” enterprise (including the role of movements: scientific charity, empirical practice, the evidence-based practice movement and the historical roles of methods: such as case study, social surveys, intervention, single-subject design, etc);
- Develop a sense of your own place in the history and future development of social welfare, social work and knowledge production and/or scholarship;
- Demonstrate an ability to differentiate between the public, nonprofit, and for profit sectors and critique the relative benefits and limitations of their contributions to social welfare and social justice agendas;
- Demonstrate an ability to utilize historical research methods to analyze the emergence of professional social work, the generation of social work knowledge, and/or social welfare policies or programs;
- Demonstrate an understanding of how historical conflicts and tensions have shaped the development and contemporary landscape of social welfare policy and the profession of social work;
- Demonstrate an ability to identify and analyze various conceptual frameworks (including differing ideological positions, cultural norms and values, political tensions, economic systems, and social goals) and assess their impact on the evolving definitions of social problems and the range of alternatives (programs, services, and policies) proposed to address them. In particular be able to critically assess these frameworks in cross-national contexts;
- Demonstrate an ability to recognize and explain the recurring nature of themes, conflicts, and debates in U.S. social welfare and interpret the ways in which they were shaped by their historical context. Be prepared to evaluate these basic ideas in a global context;
- Demonstrate an ability to identify a variety of policies and strategies in global interventions (such as the world bank, micro enterprises, the role of non governmental agencies, disaster relief, private philanthropy, and world aid projects).

### **Required:**

- Stern Mark J. and Axin, June. (2012). *Social Welfare: A history of the American response to need*. 8<sup>th</sup> Edition. Pearson.
- Leighninger, L. (2000). *Creating a new profession*. Alexandria, VA: CSWE Press.
- Articles. Required articles are posted on C-Tools in the “resources” folder, alphabetized by author’s last name.

### **Recommended:**

- Hugman, Richard (2010). *Understanding International Social Work: A critical analysis*. NY: Palgrave-Macmillan.
- Articles. Recommended articles are posted on C-Tools.

## Required Media

- *New York Times* (student subscriptions available)
- Michigan Public Radio
- PBS NewsHour. Frontline.

## Course Organization/Assignments:

**Course Organization:** This course will be conducted as a seminar that combines lectures by the instructor and student-led class discussions. To be successful, a seminar requires the full participation of all members. This includes active and critical engagement with the assigned readings, preparation for class, and thoughtful and respectful participation in class. For this reasons, we will have a “lightening round” minute during each class. Each student will have “a minute” to react to the reading assignment (or some aspect of it). This “lightening round” is designed to place an array of issues “on the table” for the purposes of subsequent group discussion.

**Assignments and Grading:** There are two assignments for this course. Detailed instructions for both assignments will be distributed under separate cover. In brief, they are:

- 1) **Creating Historical Evidence: The Course Case Book (See separate handout).** This assignment will require each student to take responsibility for one class session during the course of the semester. The student will lead and shape the class discussions, record the “lightening round” minutes and write a 4-5 page paper integrating the content plus supporting appendices. This record will contribute to the production of the Course Historical Case Book, Volume 1. This work will reflect 25% of your final grade.
- 2) **Original Historical Research Paper and Presentation (See separate handout).** The assignment will require researching and writing an original historical paper and presenting your findings. It is critical to start on the historical research paper early in the semester as identifying a topic and original sources often takes time. This will reflect 75% of your final grade.

## SCHEDULE OF CLASSES

### Session 1 - Tuesday September 2<sup>nd</sup>

#### Introductions: Why Historical and Why Comparative?

*“But, we all know, the present has no more than a notional existence as an imaginary dividing line between the past and the future.”*

*Edward Hallett Carr*

**Abstract:** Introductions. Course background, content, and expectations. Considering comparative structures (Historical, Economic, Constitutional/legal, Institutional). Introducing recurring themes. The first, of several comparative frameworks: generic concepts to consider through time and space. Freeing up the idea of historical associations. How do meanings change with different contexts? What are the implications? Social Welfare History: who owns it? What is historical evidence? How is it used? Narrator and reader: what are the implications? Interpretation and reinterpretation: should we view the past with a present-day lens? How will your work be read and interpreted 100 years from now? Social welfare history in the future: what evidence? Implications for your use of evidence and construction of scholarship.

*Discussion:* Introduction to Social Welfare Policy and Why history? What evidence? What Interpretation? Where we fit?

*Exercise:* Historic Evidence and the Hull House: “Labeling Project”

- Jane Addams, Mary Rozet Smith and The Hull-House Alternative Labeling Project.

*Exercise:* What is social work?

- Trull, R. (2014, July 7). What is social work? The Guardian. At <http://www.theguardian.com/social-care-network/2014/jul/07/what-is-social-work>

### **Reading Required:**

C-Tools

- Chambers, C. (1992). Uphill all the way: Reflections on the course and study of welfare history. *The Social Service Review*. 66 (4).
- Barbeau, Ernest J., and Lohmann, Roger A. (2011). The agency executive director as keeper of the past. *Administration in Social Work*, 16, 2: 15-26.

### **Reading, if interested**

- Staller, K. M. (2012). At the end of the Civil War with malice to none and charity to all. Further food for thought: The mystery of an 1864 Children's Aid Society cookbook. In Corcoran, Kevin (Ed). *Food for thought: A two-year cooking guide for social work students*. Lyceum Books.
- Reisch and Staller (2011). Teaching social welfare history and social welfare policy from a conflict perspective. *Journal of Teaching in Social Work*.
- Hurl, Lorna F. & Tucker, D. J. (1997, September). Homer Folks and the minimization of the Michigan County agents. *Social Services Review*. 485-495.

### **Recommended for Review and Future Reference:**

- Stuart, P. Appendix A: Research Guide. In *Encyclopedia of Social Welfare History in North America*.
- Stuart, P. Appendix B: Chronologies.

## **Session 2 - Tuesday September 9<sup>th</sup> Paying for "Just" Societies: Who pays for what and why? Wealth and Redistribution**

*Charity is no substitute for justice withheld.  
- St Augustine*

**Abstract:** Budgets and what they say about social welfare. Expenditures and receipts. Deficits, debts and surpluses. Funding priorities and social welfare programs. Tax code as redistributive policy. Global economic issues. Creditor and debtor nations (China, U.S.) The drastically changing context of social work funding and funded services. Sequestration and its impact. Who pays for what? Public and Private responsibility. Private Philanthropy, Private Charity, Public Safety Nets? Wealth and Philanthropic work. Market factors or redistribution? Wealth and theories of giving back: Carnegie, Pulitzer, Russell Sage, Rockefeller, J.P. Morgan, Bill Gates, Warren Buffett and others.

DVD: Andrew Carnegie: 1835-1919. Askwith Media Library.

Conceptual frameworks for comparative analysis: Federal and State budgets and Global interconnectedness. Implications for social work practice and service.

### **Seminar Content:**

- *Staller Lecture:* Budget frameworks (comparative: Federal & State) and budgets in historical and comparative perspective

### Required reading:

- Staller, K. M. (2014). Federal and State Budget Basics for Social Workers. In Michael Reisch (Ed). *Social Policy & Social Justice*. Pp. 215-234.
- Carnegie, Andrew (1899). *The Gospel of Wealth*. Reprinted from North American Review. (Revisited).

### Recommended Reading:

- Phillips, Ashton S. (2014). Bank-created money, monetary sovereignty and the federal deficit: Toward a new paradigm in the government spending debate.
- Scholz, J. K. (2007). Taxation and poverty: 1960-2006. *Focus*, 25 (1).
- Withy, Arthur (1907). *The problem of wealth, the problem of poverty: 'my partners, the people an open letter to Mr. Andrew Carnegie, in reply to his 'Gospel of wealth, no 2; Justice a better solution than charitable doles and confiscatory taxation.*
- Farnsworth, K. (2013). Bringing corporate welfare in. *Journal of Soc. Pol.* 42 (1): 1-22.
- Taylor-Gooby, P (2005). Paying for welfare: The view from Europe. *The political quarterly*, 67 (2)
- Jensen, C. and Svendsen, G. T. (2011). Giving money to strangers: European welfare states and social trust. *Journal of Social Welfare*, 20:3-9.
- Gilbert, N. & Specht, H. (1976). Chapter 2: "Societal Context of Social Welfare": Wilensky, H.L. & Lebeaux, C. N. "Conceptions of social welfare"; Titmuss, R.M., "The role of redistribution in social policy"; Wolins, M. "The societal function of social welfare"; Friedman, M., "The role of government in a free society." Chapter 3: Hashino, G. "Britain's debate on universal or selective social services: Lessons for America, in *Social Welfare and Social Work*. Itasca, IL: F.E. Peacock Publishers.
- Somer, M. R. and Block, F. (2005). From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate. *American Sociological Review*, 70.

### Session 3 -- Tuesday September 16<sup>th</sup> Us and Them? Inclusion/Exclusion. Settlement and Movement. Social Welfare frameworks

*Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore.*

*Send these, the homeless tempest-tost to me. I lift my lamp beside the golden door.*

**Abstract:** Finding our roots: economic, religious, political, social. Charity or entitlement? Individualism or collective responsibility? Whose entitled to what and why? Us and them the politics of inclusion, exclusion and migration. Where are boundaries drawn? Law of settlement, citizenship, refugees, migrant labor, immigration and emigration. Worthiness and unworthiness. The role of work. Unemployment and the unemployable. Social control and social movement

Conceptual frameworks for comparative analysis: Poverty, labor and need: English Poor Laws and the U.S. Social Security Act of 1935 (public assistance/social insurance). Charity or Entitlement?

### Seminar Content:

- *Staller Lecture:* Development of British Poor Law and Comparison to the American Welfare State
- *Guest Speaker:* Stephanie Gray Chang

### Documents:

- Elizabethan Poor Law of 1601

- Law of Settlement
- Barusch (2002) Tabel 3.1 Contents of the Social Security Act of 1935
- Barusch (2002) Table 3.2 Titles of the Social Security Act (2000)

**Required Readings Session Three:**

- Stern & Axinn, Chapter 1: Introduction. Elizabethan Poor Law
- Bruno, Frank (1957). Chapter 12 “Migration, Immigration and Transiency” 1874-1895) and Chapter 33 “Transients, Immigrants, and Refugees” In *Trends in Social Work 1874-1956: A history based on the Proceedings of the National Conference of Social Work*. NY: Columbia University Press.

**Recommended Reading:**

- Matthies, A. Chapter 15 “Participation and Citizenship.” In Gray & Webb (Eds). *Ethics and Value Perspectives in Social Work*. Palgrave. (NOTE: 2 chapters were scanned as one document. Go to the second scanned chapter for this reading).
- Hugman – Chapter 3 Social Work with International Issues
- Geremek, Bronsislaw (translated by Agnieszka Kolakowska). (1997). *Poverty: A history*. Blackwell Publishers.
  - “Introduction: What is poverty?”
  - Chapter 1 “The Middle Ages: is poverty necessary?”
- Alexander, M. (2010). Introduction and Chapter 2 “The Lockdown” (scanned together in one document). From, “The New Jim Crow: Mass incarceration in the age of colorblindness.” NY: New Press.

**Session 4 - Tuesday September 23rd**  
**Public Sector: Constitutional Comparisons and Dix/Pierce Veto**  
**War Responses to Social Welfare Needs**

**Abstract:** The United States Constitution as political and social document. Structural arrangements: separation of powers, Bill of Rights, Amendments. Substantive and Interpretative tensions: race, voting, age, privacy, equal protection, etc. Enumerated and Reserve powers. Federalism case study: Dorthea Dix/mental health advocacy and the Pierce veto. Constitutions in global perspective: structural and interpretative comparisons. India, China, Germany, Iraq 2005.

Wars (civil and other) Public and Private Sector responses to social needs. American Civil War: Sanitary Commission, Freedman’s Bureau, Johnson veto. Reconstruction efforts, Jim Crow. A nation divided- political, social and economic consequences. Comparison: “Rebuilding Iraq” and other “reconstruction efforts”. Whose responsibility? The Red Cross in International and Historical Perspective. Its birth and international growth. The Veterans Administration.

Conceptual frameworks for comparative analysis: Constitutional frameworks and political, social, religious rights and responsibilities.

**Seminar Content:**

- *Staller Lecture:* Constitution Framework and Comparative Issues in Historical Perspective (States Rights/Federalism, Voting Rights and gaining access, General Welfare: Public/Private)

**Documents:**

- United States Constitution

- Constitutions of Afghanistan, India, China, Germany, Iraq of 2005 (See: <http://www.constitution.org/cons/natlcons.htm>)
- 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. Compared with Johnson veto of Freedman's Bureau legislation

**Required readings Session Four:**

- Stern & Axinn: Chapter 2 The Colonial Period
- Stern & Axinn: Chapters 3 and 4 – Pre-to-Post Civil War
- Park, N. (2008). Facilitating injustice: Tracing the role of social workers in the World War II interment of Japanese Americans. *Social Service Review*.

**Recommended Reading:**

- Archer, B. (2001). Samuel Walker: Slave, freedman, and pensioner, 1842-1933. *Virginia Cavalcade*, 50 (1): 41-47.
- Reed, P. D. (2007). From the Freedmen's Bureau to FEMA: A post-Katrina historical, journalistic and literary analysis. *Journal of Black Studies*, 37 (4): 555-567.
- Harrison, R. (2006). Welfare and employment policies of the Freedmen's Bureau in the District of Columbia. *The Journal of Southern History*, 72 (1). 75-110.
- Sandoz, Yves (1987). The Red Cross and Peace: Realities and Limits. *Journal of Peace Research*, 24 (3). Special Issue on Humanitarian Law of Armed Conflict. 287-296.
- Hutchinson, John F. (1989). Rethinking the origins of the Red Cross. *Bulletin of the History of Medicine*, 63 (4): 557
- International Constitutions (See <http://www.constitution.org/cons/natlcons.htm>)
- Abramowitz, M. "Women and the Poor Law in Colonial America."
- Wickham, Parnel (2001). Idiocy and the law in Colonial New England. *Mental Retardation*, 39 (2): 104-113.
- Forsythe, Davide P. and Rieffer-Flanagan, Barbara Ann J. (2007). *The International Committee of the Red Cross: A neutral humanitarian actor*. New York and London: Routledge.

**Session 5 - Tuesday September 30<sup>th</sup>**  
**Introduction to Applied Philanthropy and the Birth of Social Work Education**  
**in the Progressive Era**

**Abstract:** Overview of the history of social work education; education for what purpose? Training schools or academic endeavor? Early roots of social work; the role of class, gender, race and religion; paternalism, social control, benevolence, philanthropy charity and corrections. What are the implications? The professionalization project; Is social work a profession? Was it a profession? Should it be a profession? Is it a social science? Can it be a profession and a social science? Social Work's relationship to sociology, psychology and other social sciences. Professional organizations, scholarship and journals, practice. The implications of "social" in social work.

**Seminar Content:**

- *Staller Lecture:* Early Social Work Education and Comparative Current Practices
- *Guest Lecture:* Angie Perrone

**Required readings Session Six:**

- Leighninger:
  - Chapter 1: *A call for action*
  - Chapter 2: *The first training schools in social work*
  - Chapter 3 *Parallel paths*
  - Chapter 4 *The relationships between social work training and the development of a profession*
  - Chapter 5 *The shape of the emerging profession of education for social work*
- Costin, L. (1983). Edith Abbott and the Chicago influence on social work education. *Social Services Review*, 57 (1)
- Shoemaker, L. M. (1998). Early conflicts in social work education. *Social Service Review*.

### Recommended Reading:

- Austin, D. M. (1983). The Flexner myth and the history of social work. *Social Service Review*, 57 (3), 357-377.
- Platt, Jennifer (1994). The Chicago School and firsthand data. *History of the Human Services*, 7 (1): 57-80.
- Franklin, D. L. (1986). Mary Richmond and Jane Addams: From moral certainty to rational inquiry in social work practice. *Social Service Review*, 60 (4). 504-524.
- Bodhi, S. R. (2011). Professional Social Work Education in India: A critical view from the periphery. *The Indian Journal of Social Work*, 72 (2): 2011.
- Dore, M. M. (1999). The retail method of social work: The role of the New York School in the development of clinical practice. *Social Service Review*.
- Rosen, Aaron (1978). Notes on Social Work Education: Issues in educating for the knowledge-building research doctorate. *Social Service Review*, 52 (3), 437-448.
- Reid, William J. (1978). Some reflections on the practice doctorate. *Social Service Review*, 52 (3), 449-455.
- Fong, R. (2012). Framing Education for a Science of Social Work: Missions, curriculum, and doctoral training. *Research on Social Work Practice*, 22 (5): 529-536
- Pollio, D. (2012). Response: Training doctoral students to be scientists. *Research on Social Work Practice*, 22 (5): 537-541.

## Session 6 -- Tuesday October 7<sup>th</sup>

### Progressive Era: Service Delivery Models and Methods

*The only thing to be dreaded in the Settlement is that it lose its flexibility, its power of quick adaptation, its readiness to change its methods as its environment may demand. It must be open to conviction and must have a deep and abiding sense of tolerance.” - Jane Addams*

**Abstract:** Social services in the progressive era. Social needs in the progressive era. Immigration, Industrialization, Urbanization. The role of the state in social welfare? Charitable organization societies (COS), Settlement House, Mutual Aid, Public or private responsibility? The role of philanthropy. Role of science in “applied philanthropy”: Case work and social welfare societies. Surveys, community-based social indicators, and case investigation. Role of race, gender and social class in social work development Mothers Pensions. Maternalist movement.

### Seminar Content:

- *Staller Lecture:* Early Social Work Practice: Charitable Organization Societies (COS) and Settlement Houses: Methods, Models and Comparative Threads (Hull House and Children’s Aid Society)



### Required readings Session Seven:

- Stern & Axinn: Chapter 5: Progress and Reform
- Carlton-LaNey, I. and Hodges, V. (2004). African American reformers' mission: Caring for our girls and women. *Affilia*, 19 (3): 257-272.
- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work*, 44 (4): 311-321.
- Deegan, M. J. (1988, Winter). W.E.B. DuBois and the women of Hull House, 1895-1899. *The American Sociologist*. 301-311.
- Kennedy, A. C. (2008). Eugenics, 'degenerate girls,' and social work during the progressive era. *Affilia*, 23 (1).

### Recommended Readings:

- Carlton-LaNey, I. and Alexander, S. C. (2001). Early African American social welfare pioneer women: Working to empower the race and the community. *Journal of Ethnic & Cultural Diversity in Social Work*, 10 (2): 67-84.
- Bremner, R. H. (1956). 'Scientific philanthropy,' 1873-93. *Social Service Review*, 30 (1/4), 168-173.
- Burgess, E. W. (1928). What social case records should contain to be useful for sociological author(s). *Social Forces*, 6 (4): 524-532.
- Eliot, T.D. (1928). Objectivity and subjectivity in the case record. *Social Forces*, 6 (4): 539-544.
- Swift, L. B. (1928). Can the sociologist and social worker agree on the content of case records. *Social Forces*, 6 (4): 535-538.
- Becker, D. G. (1964). Exit Lady Bountiful: The volunteer and the professional social worker. *Social Service Review*, 38 (1), 57-72.
- Woodroffe, Kathleen (1962). Chapter 2 "The C.O.S. and Social Casework"; Chapter 4 "Social Work takes stock: Mary E. Richmond and Social Diagnosis" In *From Charity to Social Work*. Toronto: University of Toronto Press.
- Recchiuti, John Louis (2007). Chapter 3 "Social settlements as neighborhood democracy or benevolent paternalism?" In *Civic Engagement: Social Science and Progressive-Era reform in New York City*. Philadelphia: University of Pennsylvania Press.
- Wenocur, Stanley & Reisch, Michael (1989). Chapter 4 "Fashioning social work into casework".
- Lasch-Quinn, Elisabeth (1993). The mainstream settlement movement and Blacks, in *Black neighbors: Race and the limits of reform in the American settlement house movement*. Chapel Hill: UNC Press.
- Brisley, Mary S. and Borton, Viennie (1933). *Social Case Work*. New York: YWCA
- Brandeis Brief (1908) from *Muller v. State of Oregon*.
- Southard, E.E. and Jarrett, Mary C. (1922). *The Kingdom of Evils: Psychiatric social work presented in one hundred case histories together with a classification of social divisions of evil*. NY: The MacMillan Company. (Digital download in library).
- Bussiere, E. (1997). The 'Maternalist' movement for Mother's Pensions in the Progressive Era. In *(Dis)Entitling the Poor: The Warren Court, Welfare Rights and the American Political Tradition*. University Park, PA: Pennsylvania State University Press.
- Gordon, L. (1995). Putting children first: Women, maternalism and welfare in the early twentieth century.
- Kunzel, Regina G. (1993). In *Fallen women, problem girls: Unmarried mothers and the professionalization of social work, 1890-1945*. New Haven: Yale University Press.
  - "Introduction"; Chapter 1 "The maternity home movement" In *Fallen women, problem girls: Unmarried mothers and the professionalization of social work, 1890-1945*. New Haven: Yale University Press.
  - Chapter 2 "The new experts and the 'girl problem'"
- Rothman, David (1980). The invention of the juvenile court, in *Conscience and convenience: The asylum and its alternatives in Progressive America*. Boston: Little, Brown.

- Jackson, Philip (1978, September). Black charity in Progressive era Chicago, *Social Service Review*, 52, 400-417.

**Tuesday Oct 14<sup>th</sup> FALL BREAK – NO CLASSES**

**Session 7 -- Tuesday Oct 21<sup>st</sup>**

**Progressive Era Legacy: Social Work Knowledge--Enduring Controversies and Critiques**

*“True meaning becomes synonymous with authoritative interpretations,  
and authoritative interpretations are based on conferred power within particular contexts.”*  
- Stanley Witkin

**Abstract:** The relationship of social work to “science” and/or knowledge development. For what and whom? Tensions among micro, mezzo and macro practices. Science, social science, practice wisdom, scholarship, research, knowledge. What informs social work practice? What is social work research? Who conducts it? Who utilizes it? How is it conveyed and to whom? What is the relationship of social work knowledge to that of the disciplines? How does a joint doctoral student at the University of Michigan make sense of this?

**Seminar Content:**

- *Staller Lecture:* Social Work and the Science Wars. Social Science, Social Work Practice, Social Work Research: Historical and contemporary roles and the politics of science.

**Required Readings Session Eight (Read a selection of these):**

- Specht, Harry & Courtney, Mark (1994). Chapter 1 “Social work and psychotherapy in the American community” in *Unfaithful angles: How social work abandoned its mission*. NY: Free Press.
- Reid, William J. (1994). The empirical practice movement. *Social Service Review*, 68 (2), 165-184.
- Thyer, Bruce A. (1996). Forty years of progress toward empirical clinical practice? *Social Work Research*, 20 (2), 77-81.
- Wakefield, Jerome C. and Kirk, Stuart A. (1996). Unscientific thinking about scientific practice: Evaluating the scientist-practitioner model. *Social Work Research*, 20 (2), 83-95.

**Recommended Readings (You might take note of the year of publication and think about the evolution of some of these conversations).**

- Witkin, Stanley L. (1996). If empirical practice is the answer, then what is the question? *Social Work Research*, 20 (2).
- Woodroffe, Kathleen (1962). Chapter 6 “The psychiatric deluge.” In *From Charity to Social Work*. Toronto: University of Toronto Press.
- Courtney, Mark (1992). Psychiatric Social Workers and the Early Days of Private Practice. *Social Services Review*, 66 (2), 199-214.
- Heineman, Martha Brunswick (1981). The obsolete scientific imperative in social work research. *Social Service Review*, 55, 371-97.
- Karpf, Maurice J. (1928, June). Sociology and Social Work: A retrospect. *Social Forces*, 6 (4): 511-519.
- Platt, Jennifer (1994). The Chicago school and firsthand data. *History of the Human Sciences*, 7 (1): 57-80.
- Hudson, Walter W. (1982). Scientific imperatives in social work research and practice. *Social Service Review*, 56 (2), 246-258.

- Gambrill, Eileen (1994). What's in a name? Task-centered, empirical, and behavioral practice. *Social Service Review*, 68 (4), 578-599.
- Rosen, Aaron (1994). Knowledge use in direct practice. *Social Service Review*, 68 (4), 561-577.
- DeRoos, Yosikazu S. (1990). The development of practice wisdom through human problem-solving processes. *Social Service Review*, 64 (2), 276-287.
- Herie, Marilyn and Martin, Garth W. (2002). Knowledge diffusion in social work: A new approach to bridging the gap. *Social Work*, 47 (1), 85-95.
- Hoffman, I. L. (1956). Research, Social work and scholarship. *Social Service Review*. 30 (1/4), 20-32.
- Platt, J (1992). 'Case study' in American methodological thought. *Current Sociology*, 40 (17): 17-48.
- Reisch, M. (1998, June). The Sociopolitical Context and Social Work Method, 1890-1950. *Social Services Review*, 161-191.
- Doyle, A. (2011). History of research on process relevant to clinical social work. *Clinical Social Work Journal*, 39: 68-78.
- Graybeal, Clay T. (2007). Evidence for the Art of Social Work. *Families-in-Society*, 88 (4). 513-523.
- Staller, K.M. (2006). Railroads, runaways and researchers: Returning rhetorical evidence to its practice base. *Qualitative Inquiry*. 12 (3): 503-22.
- Crisp, B.R. (2000). A history of Australian social work practice research. *Research on Social Work Practice*, 10: 179-194.

**NOTE that a vibrant current “debate” is to be found in Social Work Practice Special Issue (2012) 22 (5): Shaping a Science of Social Work. Guest editor: Haluk Soydan. Some of these articles are being assigned in other classes. If not, you might want to skim through some of the following articles:**

- Brekke, J.S. (2012). Shaping a science of social work. *Research on Social Work Practice*, 22 (5): 455-464.
- Gambrill, E. (2012). Responses: Uses of history in creating new futures: A science-informed social work. *Research on Social Work Practice*, 22 (5): 481-491.
- Goppner, H.J. (2012). Response: Epistemological issues of social work science as a translational action science. *Research on Social Work Practice*, 22 (5): 242-47
- Longhofer, J. and Floersch, J (2012). The coming crisis in social work: some thoughts on social work and science. *Research on Social Work Practice*, 22 (5): 499-519
- Houston, S. (2012). Reviewing the coming crisis in social work: A response to Longhofer and Floersch. *Research on Social Work Practice*, 22 (5): 520-522.
- Marsh, J. C. (2012). From fish and bicycles to a science of social work. *Research on Social Work Practice*, 22 (5): 465-67.
- Nurius, P. S. and Kemp, S. P. (2012). Social work, science, social impact: Crafting an integrative conversation. *Research on Social Work Practice*, 22 (5): 548-22

**Session 8 -- Tuesday Oct 28<sup>th</sup>**  
**The Great Depression and The Great Recession:**  
**Economic Crises and Responses to Social Needs**

**Abstract:** The Great Depression: banks, bankruptcy, foreclosures, hunger and human needs. The New Deal: responses and a multi-prong attack. The Three R's: Relief, Recovery and Reform. The “creation” of the welfare state. The Social Security Act: Structure, implications, legacy and future. Who was included? Who was excluded? The Great Recession of 2008: Banks, bankruptcy, foreclosures, hunger and human needs—déjà vu all over again? Obama's administration. Stimulus Package and recovery. The Global economic picture. Sequestration re-visited.

**Seminar Content:**

- *Staller Lecture: Déjà vu? Depressions, recessions, new deals, and federal responses: 1935 and 2008 and onward.*

#### **Required Readings Session Nine:**

- Stern & Axinn: Chapter 6: The Depression and New Deal
  - Longmore, Paul K. and Goldberger, David (200, December). The League of the Physically Handicapped and the Great Depression, *Journal of American History* 87 (3).
  - Reisch & Andrews (2002). *The road not taken: A history of radical social work in the United States*. “The Rank and File Movement and the Precursors to McCarthyism” (61-85). C-Tools.

#### **Recommended Readings**

- Nancy Rose, Discrimination Against Women in New Deal Work.
- Hamilton, D.C. and Hamilton, C. V. (1997). Coping with the New Deal. In *The Dual Agenda: The African American Struggle for Civil and Economic Equality*. NY: Columbia University Press.
- Social Security Act of 1935.

### **Session 9 -- Tuesday Nov 4<sup>th</sup>**

#### **The Great Society, War on Poverty and Expansion of the Welfare State, Social Movements & Retraction and Retreat**

**Abstract:** The discovery of poverty amidst affluence. The War on Poverty: rhetoric, philosophic underpinnings and responses. What worked and what didn't? The Great Society. The Movements: Civil Rights, Voting Rights, Feminist Movement, Youth Liberation: Diggers and Freegans, Gay Liberation. Social and political causes and policy responses. And the “retraction of the welfare state”: Compassionate Conservatives. The Moral Majority. The Reagan Revolution: New federalism and devolution. Return to the private sector. The Clinton years: Failed health care reform, don't ask-don't tell, the mid-term elections, DOMA, reforming welfare “as we know it” and SCHIP. Contract with America: The Republican agenda and blueprint. Bush mixed messages: Armies of Compassion, Faith-based initiatives, War on Terrorism, USA PATRIOT, and NCLB. What is Obama's legacy on race, war, and health care?

#### **Seminar Content:**

- *Staller Lecture: Social Movements: Seeking “rights” and Political Rhetoric; The arc of reform and reaction; Reforming welfare as we knew it (political and rhetorical themes).*

#### **Required Readings Session Ten:**

- Stern & Axinn:
  - Chapter 7 – War and Prosperity
  - Chapter 8 - Conservative Resurgence and Social Change
- Danziger, S. H. (2007). Fighting poverty revisited: What did researchers know 40 years ago? What do we know today? *Focus*, 25 (1).
- Harrington, M. (1962). Ch. 1: The Invisible Land. In *The Other America: Poverty in the United States*. NY: MacMillian.
- Auer, J. (2013). Queerest little city in the World: Gay Reno in the Sixties. *Journal of Homosexuality*, 60:15-30.
- Esterberg, K. G. (1994). From accommodation to liberation: A social movement analysis of lesbians in the homophile movement. *Gender & Society*, 8 (3): 424-443.

Recommended Reading;

- Turner, J.B. and Young, Whitney M. (1965). Who has the revolution or thoughts on the Second Reconstruction. *Daedalus*, 94 (4): 1148-1163.
- MacDonald, Dwight. (1963, January 19th). "Our Invisible Poor". *The New Yorker*.
- Simpson "The Cloward-Piven Strategy" *Discover the Network*.
- Katz, Michael B. (1989). Intellectual foundations of the war on poverty, in *The undeserving poor: From the war on poverty to the war on welfare*. NY: Pantheon.
- Moffitt, R. (2007). Four decades of antipoverty policy: Past developments and future directions. *Focus*, 25 (1).
- Murray, Charles (2012, Jan 21). "The New American Divide." *The Wall Street Journal*.
- Berstein, Jared (2006). Introduction: Ready or Not You're on your own. *All together now: Common sense for a fair economy*. San Francisco: Berrett-Koehler Publishers. Pp. 3-12
- Berstein, Jared (2006). Risk shifting, from Coolidge to Katrina. *All together now: Common sense for a fair economy*. San Francisco: Berrett-Koehler Publishers. Pp. 13-36.
- Berstein, Jared (2006). Conclusion. *All together now: Common sense for a fair economy*. San Francisco: Berrett-Koehler Publishers. Pp. 117-129.
- Gronbjerg, K. A. & Salamon, L. M. (2002). Marketization and the changing shape of government-nonprofit relations. In L. M. Salamon (Ed). *The state of nonprofit American*. Washington, D.C.: Brookings Institute.

### **Session 10 -- Tuesday Nov 11<sup>th</sup> U.S. Health Care Policy and Global Health**

**Abstract:** The rocky history of U.S. health care. Obama's health care victory? Current problems, dilemmas and debates. Medicare; Medicaid, SCHIP, and Affordable Care Act. *National Federation of Independent Business v. Sebelius and Florida v. DHH*. Current status of ACA and longitudinal legacy? The health care burden on state government. The role of public entities and private providers? Financing, eligibility and exclusions, health risks. Private health care systems. The insured, uninsured, and under-insured. Cost containment and medical care. Portability. HIPAA. The recurring health care reform debate. Prisons as mental health service providers. The World Health Organization. The Gates Foundation.

**Seminar Content:**

- *Staller Lecture:* U.S. Health Care Basics: An overview of the health insurance system

**Required Readings Session Twelve:**

- Stern & Axinn: Chapter 9- Social Welfare in the Information Society
- Mechanic, David (2012). Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system. *Health Affairs*, 31 (2): 376-383.
- Andrews, C. (2014). Unintended consequences: Medicaid expansion and racial inequality in access to health insurance. Editorial. *Health & Social Work*, 39, 3: 131-133.
- Frank, R. G., Beronio, K. and Glied, S.A. (2014). Behavioral health parity and the Affordable Care Act. *Journal of Social Work in Disability & Rehabilitation*. 13:1-2, 31-43.
- Kaiser Foundation. Summary of the Affordable Care Act.

**Recommended Reading:**

- Buck, J. A. (2011). The looming expansion of public substance abuse treatment under the Affordable Care Act. *Health Affairs*, 30 (8): 1402-1410.
- Human Rights Watch (2003). Summary, recommendations and background. In *Ill-equipped: U.S. prisons and offenders with mental illness*. NY: Human Rights Watch.
- Brand, Jeanne L. (1989). The United States Public Health Service and International Health, 1945-1950. *Bulletin of the History of Medicine*, 63 (4), p. 579.

- Shaefer, H. L. and Sammons, E.D. (2009). The development of an unequal social safety net: A case study of the employer-based health insurance (non) system. *Journal of Sociology & Social Welfare*. 36, (3), 177-197.
- Rodems, E. S., Shaefer, H. L., and Ybarra, M. (in press). The Children's Bureau and the Passage of the Sheppard-Towner Act of 1921: Early Social Work Macro Practice. *Families in Society*.
- Siegrist, Johannes (2006). Work, health and welfare: new challenges. *International Journal of Social Welfare*. 15 (Supp 1), S5-S12.

**Session 11 -- Tuesday Nov 18<sup>th</sup>**

**CLASS PRESENTATIONS ON HISTORICAL RESEARCH**

**Readings:** Students will suggest based on their historical research.

**Session 12 -- Tuesday Nov 25<sup>th</sup>**

**CLASS PRESENTATIONS ON HISTORICAL RESEARCH**

**Readings:** Students will suggest based on their historical research.

**Session 13-- Tuesday Dec 2<sup>nd</sup>**

**CLASS PRESENTATIONS ON HISTORICAL RESEARCH**

**Readings:** Students will suggest based on their historical research

**Session 14-- Tuesday Dec 9<sup>th</sup>**

**CLASS PRESENTATIONS ON HISTORICAL RESEARCH**

**Readings:** Students will suggest based on their historical research

**HAVE A GREAT BREAK!**

**NOTE ON ALTERNATIVE TOPICS  
DEPENDING ON NUMBER OF PRESENTATIONS**

**Session 11**

**Human Rights and Social Justice Frameworks: Global Social Work  
Conventions and Controversies**

**Abstract:** Children's rights? Human rights? Family rights? The politics of global human rights work. Non-Governmental Organizations (NGOs). International social work. International relief work. Thinking locally; thinking globally. Colonialism and indigenous work. What is the role and responsibility of social work and social workers? How will and should graduates of the UM joint doctoral program position themselves in a global context? Research, practice, policy and community organizing.

**Seminar Content:**

- *Staller Lecture:* Children's rights in a global context: The politics of the CRC

**Reading Session Eleven**

- Stern & Axinn: None
- Hugman – Chapter 4 Social Work and UN Millennium Development Goals; Chapter 8 The Possibility of an International Social Work Ethics; Chapter 9 Professional Imperialism; Chapter 9 International Social Work Issues for the Future
- Ife, J. (2010) Chapter 13 Human Rights and Social Justice. In Gray & Webb (Eds). *Ethics and Value Perspectives in Social Work*. Palgrave.
- Convention on the Rights of the Child
- Midgley, James (2001). Issues in international Social Work: Resolving Critical Debates in the Profession. *Journal of Social Work*, 1 (21): 21-35.
- Staller, K. M. (2011). Children's Rights, Family Rights: Whose Human Rights? *International Review of Qualitative Research*.
- Reisch, M. (2008). From Melting Pot to Multiculturalism: The Impact of Racial and Ethnic Diversity on Social Work and Social Justice in the USA. *British Journal of Social Work*.

**Recommended Reading (not on C-Tools):**

- The Guardian Social Care network: <http://www.theguardian.com/social-care-network/international>
- Jordan, B. (2008). Social work and world poverty. *International Social Work*, 51.
- Growing unequal? Income distribution and poverty in OECD Countries (2008). Report ([www.oecd.org/publishing/corrigenda](http://www.oecd.org/publishing/corrigenda))
- Wilson, William J. (1996). A broader vision: Social Policy Options in Cross-National Perspective in *When work disappears: The world of the new urban poor*. NY: Vintage Books.
- Easterly, William (2006). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*. NY: Penguin Books.
- Yunus, Muhammad (2007). *Banker to the poor: Micro-lending and the battle against world poverty*. NY: Public Affairs.