“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

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 longstanding 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:


• The Book Discussion Assignments:
  
• Articles. Required articles are posted on Canvas, alphabetized by the last name of the author.

Recommended and “Deleted” Readings:

• Articles. Recommended articles are posted on Canvas. We will talk about these but these lists are primarily there for your reference. Also, I have deleted scores of articles used in prior semesters from this syllabus. You will find a list of “deleted” articles as well as all the articles on Canvas. You might find some of interest.

Course Organization/Assignments:

Course Organization: This course will be conducted as a seminar that combines lectures by the instructor, student-led class discussions on 5 major readings, and student presentations on individual original research projects. To be successful, a seminar requires the full participation of all members in all aspects of this course. This includes active and critical engagement with the assigned readings, preparation for class, and thoughtful and respectful participation in class.

Assignments and Grading: There are 3 basic assignments for this course. Detailed instructions for the original research assignment will be distributed under separate cover. In brief, these assignments are:

1) “Obituary” Assignment or Lifetime Achievement Award. (1-page) Due: Sept. 13th
Ungraded, performed, and submitted in hard copy. Write your own professional obituary. (If that seems to ghoulish to you, you can write your own honorary retirement introduction or lifetime achievement award! In essence, it should speak to what you hope to accomplish in your professional life as social worker, researcher, scholar, teacher etc. What intellectual and/or practice “footprint” or legacy do you wish to leave on the social work profession and how might it connect to what’s already been done? How does it relate to your social science?

2) Book Discussion and Question Submission. Discussion Dates: Sept 20, Oct 4, Oct 11, Oct 25, Nov 8 and Nov 22. We will be reading five books on some aspect of social work history written (or compiled) by contemporary, preeminent scholars in the field. All students are responsible for reading these books. The totality of this assignment will reflect 40% of your final grade. Each student will lead (or co-lead) a 1-1/2 hour discussion on one of the 5 books. All other students will submit a list of 2-3 discussion questions to the presenting student(s) no later than the prior Sunday at 6pm for each book.

The presenting student will a) compile and organize the discussion questions; b) grade his or her colleagues’ efforts on a three point scale (+, X, -) based on quality and timeliness; c) lead the class discussion using some, all, or none of suggested questions; and d) submit the compiled list of question & “grade assessments” to the professor at the end of their presentation. During the presentation, consider providing a concise summary of the content of the book, offer a critical assessment (what was its significance? how did it enhance or inform your views about social work? What are its contributions? Does it contribute to your development as a social work scholar?)

- ?? Edin, Kathryn and Shaefer (2015). $2.00 a day: Living on almost nothing in America. (Not scheduled but let’s talk).

Also, I have deleted scores of articles used in prior semesters from this syllabus. You will find a list of “deleted” articles as well as all the articles on Canvas. You might find some of interest.
3) Original Historical Research Paper and Presentation (See separate handout). (Updates/Outlines due Sept 20, Oct 4, Nov 2 and presentations: Nov 29, Dec 6, Dec 13). The assignment requires researching and writing an original historical paper and presenting your findings. It is critical to start early. Historical research takes time, including identifying a topic and finding original sources. This will reflect 60% of your final grade.

SCHEDULE OF CLASSES

Session 1 - Tuesday September 6th
Introductions: Why Historical, Why Comparative, Why this Course?

“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

ON-DECK WARNING: Obituary/Life Time award (due next week)

Abstract: Introductions. Course background, content, and expectations. 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?

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

• Jane Addams, Mary Rozet Smith and The Hull-House Alternative Labeling Project.
• Exercise: A definitional exercise: What is social work?

Reading Required:

Canvas:


Session 2 - Tuesday September 13th
Considering Social Workers & their Contributions,

“Obituary/Lifetime Achievement Due”

ON-DECK WARNING: Reading Barbara Simon (next week presentation) & Preliminary Plan Final Project

Abstract: Discussion of influential social workers. Considering the significance of the joint doctoral program. 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. Intellectual and professional DNA. Where did you come from? What
will you find here? What will that mean for Social Work? How are your social sciences important? Use of historical and contemporary evidence in constructing and reconstructing meaning.

In Class Exercise: “Perform” the “obituary” assignment.

Required Readings (on Canvas):


Session 3 -- Tuesday September 20th


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.

-Emma Lazarus

Know-Nothing Political Platform, 1856

• Repeal all naturalization laws,
• American Constitution and American Sentiments
• More stringent & effective emigration laws
• The sending back of all foreign paupers
• Formation of societies to protect American interests
• Our country, our whole country, and nothing but our Country
• American Laws, and American legislation, and death to all foreign influence

Barbara Simon Book Discussion
Preliminary Project Plan due


In Class: Book Discussion.
In Class Documents:

• Elizabethan Poor Law of 1601
• Law of Settlement
Recommended Reading:

- Stern & Axinn, Chapter 1: Introduction. Elizabethan Poor Law

Session 4 - Tuesday September 27th
Constitutional Comparisons and Dix/Pierce Veto
War Responses to Social Welfare Needs

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

ON-DECK WARNING: Reading: Michael Reisch and Janice Andrews (next week presentation) & Final Project Update (due next week)


In Class Documents:

- United States Constitution
- Constitutions of Afghanistan, India, China, Germany, Iraq of 2005 (See: http://www.constitution.org/cons/naticons.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

Recommended Reading:

- Stern & Axinn:
  - Chapter 2 The Colonial Period
  - Chapters 3 and 4 – Pre-to-Post Civil War


International Constitutions (See http://www.constitution.org/cons/natlcons.htm)

Session 5 - Tuesday October 4th
Paying for “Just” Societies: Who pays for what and why?
Wealth and Redistribution &

Charity is no substitute for justice withheld.
-St Augustine

Michael Reisch and Janice Andrews Book Discussion
Project Update Due

ON-DECK WARNING: Reading Leighninger (next week presentation)


Recommended reading:

- 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.

Session 6 -- Tuesday October 11th
Introduction to Applied Philanthropy and the Birth of Social Work Education in the Progressive Era &

Leighninger Book Discussion

ON-DECK WARNING: Reading Ian Shaw (after break presentation)

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, economics, and other social sciences. Professional organizations, scholarship and journals, practice. The implications of "social" in social work. Early Social Work Education and Comparative Current Practices

Recommended readings:


Tuesday Oct 18th FALL BREAK – NO CLASSES

Session 7 -- Tuesday Oct 25th
Social Work Knowledge--Enduring Controversies and Critiques

"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

Ian Shaw Book Discussion

ON-DECK WARNING: Final Project Outline (due next week)

Abstract: Surveys, community-based social indicators, and case investigation. Role of science in "applied philanthropy" 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 it 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?

Session 8 -- Tuesday November 2nd
Progressive Era Practice: Service Delivery Models and Methods

Creation and Expansion of the Welfare State

Project Outline Due

ON-DECK WARNING; Reading Specht and Courtney (presentation next week)

Abstract: Early Social Work Practice: Charitable Organization Societies (COS) and Settlement Houses: Methods, Models and Comparative Threads (Hull House and CAS) (Hull House and Wheatley House) 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. Case work and social welfare societies. Role of race, gender and social class in social work development Mothers Pensions. Maternalist movement. E

Recommended readings:

- Stern & Axinn: Chapter 5: Progress and Reform
- Brace, C.L (1872). The Dangerous Classes (see online holdings). Read Chapter VIII “A new Organization” pp. 84-96; and Chapter XIX “The best remedy for juvenile pauperism” pp. 223-233.
- Addams, J. (1910). Twenty years at Hull House (see online holdings). Chapter 5 The first days at Hull House pp. 89-112.

Session 9 -- Tuesday Nov 8th
Election Day! Vote!
Creation and Expansion of the Welfare State: Social Movements

Harry Specht and Mark Courtney Discussion


Recommended Reading:

- Stern & Axinn:
  - Chapter 6: The Depression and New Deal
  - Chapter 7 – War and Prosperity

Session 10 -- Tuesday Nov 15th
Social Movements and Retraction of the Welfare State

ON-DECK WARNING: Reading Joyce Bell (presentation next week)

Session 11 -- Tuesday Nov 22nd
Current Confusion of the Welfare State: Putting it all together: Affordable Care Act

Joyce Bell Book Discussion


Recommended Readings:

• Stern & Axinn:
  o Chapter 8 - Conservative Resurgence and Social Change
  o Chapter 9- Social Welfare in the Information Society
• Kaiser Foundation. Summary of the Affordable Care Act.

Session 12 -- Tuesday Nov 29th
Session 13 -- Tuesday December 6th
Session 14-- Tuesday Dec 13th

CLASS PRESENTATIONS ON HISTORICAL RESEARCH

Three presentations by students on their historical research projects
Readings: Students will suggest based on their historical research.

HAVE A GREAT BREAK!!