Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.
Course Syllabus

SW 825 Historical and Contemporary Issues in Social Work and Social Welfare
Fall Term 2021

Tuesdays 2:00-5:00

Instructor: Karen M. Staller, Ph.D., J.D.
Pronouns: She, her, hers

Email: kstaller@umich.edu
Phone and Voicemail: 763-5769
Virtual or In Person Chats: By appointment

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 Textbook


Recommended Books:

- Fellin, Phil (undated). The history of the University of Michigan School of Social Work (on Canvas).

**Course Organization/Assignments/Overview:**

**Course Organization:** This course will be conducted as a seminar that combines lectures by the instructor, student-led class discussions on weekly readings, and student presentations on book review essay and 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 4 basic assignments for this course. Detailed instructions for the original research assignment (the major assignment) will be distributed under separate cover. In brief, these assignments are:

1) **Lifetime Achievement Award or Retirement Statement. (2-3 pages) Due: Sept. 7**
Ungraded and performed. Please bring hard copy to class for submission (and submit online through Canvas). Write your own professional lifetime achievement award or retirement statements. (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) Chapman & Withers Discussion Questions/Reading Leadership. Ungraded, however missing or untimely posts will factor into final grade. Please post 1-3 substantive discussion questions on the Chapman & Withers reading for weeks 3-7 and 8-9. These posts should be available to your classmates by Monday morning. Each of you will assume co-leadership responsibility for 2-3 class sessions of discussions (Sign up schedule on Canvas). Plan to briefly summarize the chapter and use the questions posted by your classmates for discussion. These activities will reflect 10% of your final grade.

<table>
<thead>
<tr>
<th>Chapman Chapters</th>
<th>Discussion Leaders (Sign up)</th>
<th>Discussion Question(s) Submission Dates</th>
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<td>Intro/Conclusion</td>
<td>Sun Sept 12</td>
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<td>Ch 1</td>
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<td>BOOK REVIEW ESSAY DUE</td>
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3) Book Review Essay. Due: Sunday October 24th. (6-8 pages). Graded. This assignment goes beyond a mere book review (which would simply describe the content of a book). It should include reflexive engagement with related literature. I’m looking for a thoughtful discussion of the selected book as it relates to other course reading, and/or reading from other courses (in either social work or your social sciences). Please read your classmates’ essays before class on October 26 and be prepared to briefly summarize “your” book for your classmates. This will reflect 20% of your final grade.

See a list of book options below. Note that the titles reflect diverse topics and subjects. On the list you will find titles that focus on macro practice, direct practice, and community organizing. Some are written by social work scholars, others are about social work but written by authors outside the profession (history, sociology). Some take a critical race perspective, some a radical view, and others not. Some focus on agencies, others are population-based. A few are autobiographical or biographical. Some are classics, others are newcomers to the list. As you contemplate your choices, you might also consider the date of publication. They span the 20th and 21st century. You may select other books with the approval of the instructor. Proposed titles must: a) arguably be connected to social work and b) be historical in nature.

• Margolin, Leslie (1997). *Under the Cover of Kindness: The invention of social work.* University of Virginia.

4) **Original Historical Research Paper and Presentation (See separate handout for instructions).** Updates/Outlines due (Sept 14th, Oct. 5th, Nov. 2nd and Final Presentations: Nov 23rd, Nov 30, Dec 7th. The assignment requires researching and writing an original historical paper and presenting your findings. It is critical to start early during the semester. Historical research takes time, including identifying a topic and finding original sources. (Sign up schedule for final presentations on Canvas.) This will reflect 70% of your final grade.
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<th>Week</th>
<th>Topic in brief</th>
<th>Reading</th>
<th>Date and Assignments</th>
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<tbody>
<tr>
<td>One</td>
<td>Acknowledgements, Legacies &amp; Introductions</td>
<td>Syllabus Assignments Staller, Land, Legacy and Policy (skim)</td>
<td>Aug 31</td>
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| Three | Required Reading: Chapman & Withers, *Introduction* (pp 3-22) and *Conclusion: The varied paths that brought us here*. (pp. 365-376)  
Previous Topic: Sec I. Humanitarians or Agents of Social Control? Othering and Policing the Poor | | Sept 14th Project Proposals Post discussion question. |
| Four | Required Reading: Chapman & Withers, Ch. 1 *Troubling the Standard Account of Social Work*  
| Five | Required Reading: Chapman & Withers, Ch. 2 *White Supremacy and Erasure of Racialized Social Workers*  
Previous Topic: Sec I. Missionaries, Proselytizers, & Charity Workers Morality and Moral Contaminants | | Sept 28th Post discussion question. |
| Six  | Required Reading: Chapman & Withers, Ch.3 *Social Work as Displacement, Denigration, Cisheteropatriachalization*  
Previous Topic: Sec II. The Professionalization Project: Scientific Philanthropy the Birth of Social Work Education / Gender & Race | | October 5th Post discussion question. |
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<th>Week</th>
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<td>Post discussion question.</td>
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<td>Chapman &amp; Withers, Ch. 5 <em>Rehabilitation / Eugenics</em></td>
<td>Sec II. Social Work Practice Models Indoor and Outdoor Relief: Asylums, COS, and Settlements / Ethnicity, Nativity, Race and Social Class</td>
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<td>Book Review Essays (due Oct 24)</td>
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<td>Nine</td>
<td>Chapman &amp; Withers, Ch. 5 <em>Rehabilitation / Eugenics</em></td>
<td>Sec II. Social Work Practice Models Indoor and Outdoor Relief: Asylums, COS, and Settlements / Ethnicity, Nativity, Race and Social Class</td>
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<td>Chapman &amp; Withers, Ch. 5 <em>Rehabilitation / Eugenics</em></td>
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<td>Post discussion question.</td>
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<td>Ten</td>
<td>Chapman &amp; Withers, Ch. 6 <em>Assimilation/Genocide</em></td>
<td>Sec III. Social Work and State Building Creation to Retraction of the U.S. Welfare State</td>
<td>November 9th</td>
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<td>Chapman &amp; Withers, Ch. 6 <em>Assimilation/Genocide</em></td>
<td>Sec III. Social Work and State Building Creation to Retraction of the U.S. Welfare State</td>
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<td>Post discussion question.</td>
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<td>Eleven</td>
<td>Chapman &amp; Withers, Ch. 7 <em>What if it isn’t getting better? What do we do then &amp; revisit: Conclusion</em></td>
<td>Sec III. Social Work and State Building Creation to Retraction of the U.S. Welfare State</td>
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<td>Twelve</td>
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<td>Thirteen</td>
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<td>Fourteen</td>
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<td>December 7th</td>
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<td>Final Research Papers</td>
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Class Topics and Reading (The Old)

**SECTION ONE – INTRODUCTIONS AND HISTORICAL PLACEMENT**

**Session 1**
Introductions: Acknowledgements, Legacies & Introductions
Why Historical, Why Comparative, Why this Course?

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. What are the big questions? How do meanings change with 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?

Reading:

- **Why History?**

- **Shaping Discourse**

Session 2
Considering Social Workers & Their Contributions

Abstract: Discussion of influential social workers or social welfare history from biographical perspective. 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.

Readings:

- **Historical Overviews: Skeleton Frameworks**

Unwritten History?

- Henry J. Meyer and Suzanne M. Meyer Collection [https://search.lib.umich.edu/catalog/record/002740666](https://search.lib.umich.edu/catalog/record/002740666)
- Harold Johnson [https://search.lib.umich.edu/catalog/record/002742526](https://search.lib.umich.edu/catalog/record/002742526)

Recommended Reading:

Abstract:


Reading

**Othering and Social Work**
- Chambon, Adrienne (2013). Recognising the Other, understanding the Other: A brief history of social work and Otherness. Nordic Social Work Research, 3 (2): 120-129

**Movement, Settlement and Social “Citizenship”**
- Law of Settlement

**Able-bodied and “ugliness”: Inclusion, exclusion, and extinction**
- Elizabethan Poor Law of 1601
- Social Security Act – Barusch Table of Contents Comparison

- Watch and Listen : Ugly Laws PBS [https://www.pbs.org/video/why-it-was-illegal-to-be-ugly-c8ps4i/](https://www.pbs.org/video/why-it-was-illegal-to-be-ugly-c8ps4i/)

**Humanitarian and Social Control**
Recommended Reading

- History and Humanitarianism: A conversation. The Past and Present, 241 (Nov 2018)

Session 4
Colonizing and ‘Indigenous’ Social Work Practices:
Help from Whose Perspective?

Tensions between and among agendas between those doing the “helping” and those being “helped.” Who controls and who imposes? Colonizing tactics and indigenous (local) practices. Special populations of note “dependents, delinquents, defectives, idiots and epileptics.”

Reading


Recommended Skim Reading

- International Congress of Charities, Correction and Philanthropy, (1893). Commitment, Detention, Care and Treatment of the Insane. (Skim table of contents)
- International Congress of Charities and Correction and Philanthropy, 1894. The Care of dependent, neglected, and wayward children: being a report of the second section. (Skim table of contents).

Session 5
Missionaries, Proselytizers, & Charity Workers
Morality and Moral Contaminants

Abstract: Social work as a moral project. Where are the boundaries between religion and social work? Proselytizing, saving others and charity work? Charitable Organizations, Religious Missions and Philanthropy? Consider the role of Protestant, Catholic, Jewish, Quaker, Mormon, and Muslim. Regulating Morality and moral contaminants: alcohol, substances, gambling and “low” theater attendance. Charity work, missionary work, the role of religion and the secularization of philanthropy in antebellum America. What role does faith play social work intervention?

Required Reading:
Mormon

Jewish Philanthropy

Catholic Philanthropy

Indigenous

Salvation Army

Recommended Reading:

SECTION THREE – PROFESSIONALIZATION OF PHILANTHROPY & CHARITY WORK: EDUCATION, PRACTICE & KNOWLEDGE DEVELOPMENT

Session 6
The Professionalization Project: Scientific Philanthropy
The Birth of Social Work Education
Gender & Race

Abstract: The progressive era and traditionally recognized roots of social work. The gendered nature of social work. We will consider: the inception of social work education, competing models of social work practice (specifically the Charitable Organization Societies [COS] and the Settlement House models), public and private philanthropy; the role of professional organizations and conferences and social work knowledge (research and practice base). Overview of the history of social work education; education for what purpose? Training schools or academic endeavor? Early Social Work Education and Comparative Current Practices These topics will occupy class discussion/lectures for the next few weeks. 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.

Professionalization
- Flexner, A. (1915). Is social work a profession?
• Abbott, Andrew (1995). *Boundaries of social work or social work of boundaries?* Social Services Review.

**Social Work Education**

• Ayres, Philip (1899). *A school of philanthropy*. Charities Review.

• **Race Considered**

• **Gender Considered**

**Recommended Reading:**

• Costin, L. (1983). Edith Abbott and the Chicago influence on social work education. *Social Services Review*, 57 (1)

**Session 7**

**Social Work Practice Models**

**Indoor and Outdoor Relief: Asylums, COS, and Settlements**

**Ethnicity, Nativity, Race and Social Class**

**Abstract:** The implications of “social” in social work. The business of social work practice and case recording? What are the implications? Is social work radical, progressive, conservative? Flexible, responsive, or reproductive of the status quo? Advocacy oriented or rule bound? Early Social Work Practice: Almshouses and Asylums, 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, ethnicity, nativity, and social class in social work development Mothers Pensions. Maternalist movement. Charities and Corrections

**Indoor or Outdoor Relief: Asylums and Placing Out: Charity and/or Correction**


**COS Case Work, Case Record and Controversies**

• McFadden, James J. (2014). Disciplining the 'Frankenstein of Pauperism': The Early Years of Charity Organization Case Recording, 1877-1907. Social Service Review.
• Sears, The Charity Worker: A handbook for beginners. (Skim contents).

African America Social Workers and Social Working

Social Settlements

Recommended Reading

Session 8
Social Work Knowledge: “Science” and Practical Wisdom
Enduring Controversies and Critiques of Epistemological Debates

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?

Required Reading:

Knowledge Debates by Eras

20th Century “Science”

### 21st Century “Science”


### Progressive Era “Science”

- Kelly, (1895). Hull House Maps and Papers
- DuBois (1899). Philadelphia Negro
- Kellogg (1909). Pittsburgh Survey
- Richmond (1917). Social Diagnosis

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### SECTION THREE – SOCIAL WELFARE PUBLIC AND PRIVATE SECTORS

#### SOCIAL WELFARE MOVEMENTS

**Session 9**

**Social Work and State Building**

**Creation to Retraction of the U.S. Welfare State**


Required Reading:

- Staller (2020). Creation of the Welfare State

Welfare Reform

- Edin & Shaefer (2015) Welfare is Dead. (Chapter 1) In $2.00 a Day: Living on Almost Nothing in America.

Social Workers and Japanese Internment


Health


Immigration


Session 10

Social Movements, Protests, and Community Organization

Abstract: Community organizing, social and political movements. The role of civil rights, labor rights, feminist, gay rights and other movements. The role of public entities and private providers?

Required Reading:

Boulding, K.E. (1960). Toward a theory of protest


How the Black Panther Breakfast Program Inspired and Threatened Government

King, M.L. Letter from Birmingham Jail.


Cooper, Lauren (undated). Native American Activism: 1960s to Present. Teaching a People's History.

Fernandez, Delia (2016). Rethinking the urban and rural divide in Latino labor, recreation, and activism in West Michigan, 1940-1970s. Labor History, 57:4, 482-503.

Opie, Frederick (2014). Upsetting the Apple Cart: Black-Latino Coalitions in New York City from Protest to Public Office


Session 11
Neoliberalism, Markets, Privatization

Who should deliver “social welfare” and “social services”? The role of the marketplace. Public responsibility, private response, privatization of public responsibility?

Required Reading


HAVE A GREAT BREAK!!