

SALEM STATE COLLEGE
School of Social Work

SWK702: Social Welfare Policy and Services I

Fall, 2004

Thursdays, 2-4:50 p.m.

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Office Hours: Th noon-2 and 5-6pm, or by appointment.

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SEQUENCE PHILOSOPHY

Social welfare policies and services -- or the lack of them -- affect social work practice at all levels of intervention. How a society understands the nature of social problems, how it assigns responsibility for those problems, and how it defines and allocates different kinds of assistance are fundamentally important to the lives of all its members, especially poor and vulnerable populations. Social policies reflect the outcome of struggles over basic values in our society. They determine how particular groups fare; moreover, they are the bases for the programs which social workers implement.

To be an effective social worker, one must understand the historical determinants of our current social welfare policies, institutions, and service delivery systems. One should be able to critique current social welfare policies and contribute to their reform on the basis of an understanding of recurrent institutional patterns, including systems of oppression. A professional social worker must also have knowledge of the development of the profession, the role of the profession in articulating or failing to articulate the institutional and programmatic arrangements that foster or inhibit maximum social functioning, and the profession's engagement with the populations who utilize social welfare programs and services. The promotion of social justice is a yardstick against which the social policies, institutions, services, and the profession itself are measured.

The Social Policy and Services Sequence consists of a series of three courses. Social Welfare Policy and Services I provides the student with in-depth knowledge about the history of social welfare and social work and the relevance of this history to contemporary society. Social Welfare Policy and Services II engages the student in learning about important contemporary social policy issues and debates and provides the student with tools to become an effective social policy analyst. The Concentration-related Social Policy course familiarizes the student with the important policy issues, emerging policy directions in the concentration area of practice, and policy practice skills in order to prepare the student to be an effective change agent in her or his area of specialization.

COURSE DESCRIPTION

This course examines the historical, philosophical, social, economic, and political determinants of social welfare policies and institutions in the United States. The poor laws and their legacy are emphasized to build an understanding of the inconsistent relationship between policy and need--that is, the persistent gap between social problems and political solutions. The role of social reformers and social movements in expanding social welfare provisions and social justice is stressed. The struggles of oppressed groups, including poor people, communities of color, immigrants, unemployed and low-wage workers, the elderly, women, children, the disabled, and gays and lesbians are examined. Finally, the course pays particular attention to the development of the profession and its relationship to these larger social, economic and political issues.

NOTICE OF EQUAL ACCESS AND NON-DISCRIMINATION

Salem State College is committed to providing equal access to educational opportunities at the College for all students regardless of race, color, religion, gender, sexual orientation, creed, national origin, age, or disability in compliance with Federal and State laws and regulations. All benefits, privileges, and opportunities offered by the College are available to all students and employees on a non-discriminatory basis in accordance with Federal and State legislation. Affirmative action is taken by the College in its recruitment of students and employees.

With regard to disabilities, the College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act in providing all reasonable academic accommodations, aids, and adjustments. Any student with a disability that has been documented by the Salem State College Office for Students with Disabilities (SSC OSD) should speak with the instructor immediately. An instructor is not allowed to provide accommodations, aids, and/or adjustments without receiving proper documentation from the OSD. Students who have special needs but do not have documentation from the SSC OSD may wish to schedule an appointment with the OSD. The OSD is located in Meier Hall (Room 102); you may call (978) 542-6217 or TTY (978) 542-7146 or email OSD at osd@salemstate.edu.

COURSE OBJECTIVES

This course aims to develop a student who will:

- (1) Understand the development of social welfare institutions and policies in the United States.
- (2) Specify the important economic, social, and political events that have determined the nation's response to social and economic needs.
- (3) Understand the major turning points in the evolution of current social welfare arrangements.

- (4) Articulate an understanding of the development of the social work profession, the profession's values and ethics and its role in creating, responding to and implementing social policy initiatives.
- (5) Comprehend the role that social movements have had in influencing social policy initiatives.
- (6) Appreciate the importance of controversy and contested political stances in developing social policy responses to social problems.
- (7) Understand the differential impact that policies have had on disenfranchised and oppressed groups.
- (8) Describe and analyze social work's commitment to peoples of color, women, the poor, elderly, children and youth, the physically and mentally disabled, unemployed and low-wage workers, and gays and lesbians.
- (9) Develop skills in researching and writing about the development of social policy in a particular social problem area.
- (10) Analyze contemporary problems in light of historical understanding.
- (11) Appreciate the importance that social policies play in affecting social work practice.
- (12) Understand the policy issues and dilemmas currently facing social welfare institutions and the profession.

COURSE OUTLINE

Required Texts:

The following books will be heavily relied upon for this class, and it is suggested that you purchase them (they are available at the Salem State College Book Store):

Jansson, B.S. (2005). The reluctant welfare state: American social welfare policies—past, present, and future, 5th ed. Belmont, CA: Thomson Brooks/Cole.

A Readings Packet of photocopied materials is available at the Library Reserve Desk and/or distributed in class. Readings are referred to as (RP) in the schedule below.

Strongly Recommended Supplementary Texts:

Axinn, J. and Stern, M.J. (2001). Social welfare: A history of the American response to need, 5th Edition. New York: Longman.

Ehrenreich, J. (1987) The altruistic imagination: A history of social work and social policy in the United States. Ithaca: Cornell University Press.

Foner, E. (1998). The story of American freedom. New York: Norton.

Trattner, W.I. (1999). From poor law to welfare state: A history of social welfare in America, 6th edition (or earlier edition). New York: The Free Press.

Recommended Books:

- Abramovitz, M. (1988). Regulating the lives of women: Social welfare policy from colonial times to the present. Boston: South End Press.
- Bell, W. (1965). Aid to dependent children. New York: Columbia University Press.
- Coll, B. (1995). Safety net: Welfare and Social Security, 1929-1979. New Brunswick: Rutgers University Press.
- Goldberg, G.S. and Collins, S.D. (2001). Washington's new Poor Law: Welfare "reform" and the roads not taken, 1935 to the present. New York: The Apex Press.
- Gordon, L. (1994). Pitied but not entitled: Single mothers and the history of welfare, 1890-1935. New York: The Free Press.
- Handler, J.F. and Hasenfeld, Y. (1991). The moral construction of poverty: Welfare reform in America. Newbury Park, CA: Sage.
- Katz, M. B. (1986). In the shadow of the poorhouse. New York: Basic Books
- Lowe, G.R. and Reid, N.R., Eds. (1999). The professionalization of poverty: Social work and the poor in the twentieth century. New York: Aldine De Gruyter.
- Piven, F. F. and Cloward, R.A. (1994). Regulating the poor: The functions of public welfare. New York: Pantheon
- Quadagno, J. (1994). The color of welfare: How racism undermined the War on Poverty. New York: Oxford University Press.
- Specht, H. and Courtney, M.E. (1994). Unfaithful angels: How social work has abandoned its mission. New York, London, Toronto, Sydney, Tokyo and Singapore: The Free Press.
- Wilensky, H. L. and Lebeaux, C.N. (1965). Industrial society and social welfare. New York: The Free Press.
- Zinn, H. (1995). A people's history of the U.S.: 1492-Present. New York: Harperperennial.

Other Recommendations:

- 1) Students with minimal backgrounds in American history should obtain a basic text and use it to supplement assigned readings.
- 2) Reading a newspaper (e.g., The Boston Globe, The New York Times, The Wall Street Journal, The Washington Post--all available on line) on a regular basis and, at a minimum, the weekly review or opinion sections of a Sunday paper, helps you to stay up-to-date on current social welfare issues and debates.
- 3) Listening to National Public Radio, especially WBUR (90.9 FM), which carries continuous news and discussion programs, will help inform you about current political and policy issues. Those of us with long commutes to campus can take advantage of this time in a constructive way.

Course Schedule:

I. Overview of Contemporary Social Welfare Issues

Week 1 (Sept. 9) Orientation and General Discussion

- A. Overview of the Course: Format and Expectations
 - 1. Review of syllabus
 - 2. Preparing for research assignment
 - 3. Dividing into student groups for Reading Packet assignments
- B. The Welfare State: What is one, and do we have one?

Note: Part of this class will take place in the Library where you will have a tour of the layout and holdings.

Week 2 (Sept.16) Poverty and Inequality: The Dimensions of Poverty in Contemporary U.S. Society - Race, Gender, Age and Place

- A. The dimensions of poverty and inequality in contemporary society disproportionately poor.
- B. The role of public assistance in relieving and perpetuating poverty.
- C. Theoretical approaches to understanding the American welfare system as a “reluctant welfare state.”
- D. Beginning discussion: What is the appropriate role for social work in the face of inequality and injustice?
Statistical indicators of wealth and poverty (handouts).

Required Reading:

Jansson, B.S. Preface; chap.1, Social reform in a society with conflicting tendencies (pp. 1-12); chap. 2, A framework for understanding the evolution of the reluctant welfare state (pp. 13-28); chap. 13, Bush’s quest for realignment (pp. 401-440) and chap. 14, Why has the American welfare state been reluctant—and what can we do about it? (pp. 441-489).
Haynes, K S. (1998). The one hundred-year debate: Social reform versus individual treatment. Social Work 43(6): 501-509 (RP).

Recommended Reading:

Handler, J.F. and Hasenfeld, Y. (1991). Introduction. In The moral construction of poverty: Welfare reform in America (pp. 1-14). Newbury Park, CA: Sage.

II. The Historical Development of Social Welfare in the U.S.

Week 3 (Sept. 23) - The Poor Law in England and the U.S.

- A. Historical and Economic Background of the Poor Law of 1601 in England
 - 1. Feudalism and its demise
 - 2. The development of poor laws as social control measures for agricultural labor.
 - 3. Industrialization and changes in the Poor Law, through 1834

- B. Adaptation of the English Poor Law in the New World
 - 1. The medieval background
 - 2. Early colonial history
 - 3. Decimation of Native Americans
 - 4. Slavery and its consequences for blacks
 - 5. The status of women.
- C. The Poor Law: Provisions and implications for Subsequent Relief Measures
 - 1. Specific provisions
 - 2. The separation of the worthy from the unworthy: able-bodies versus impotent poor.

Required Reading:

Jansson, B.S., chap. 3, Fashioning a new society in the wilderness (pp. 29-62).

Wilensky, H. & Lebeaux, C.N. (1965). Conceptions of social welfare. In Industrial society and social welfare (pp. 7-15). New York: Russell Sage. (RP)

Recommended Reading:

Trattner, W.I. (1999), Prefaces and chap. 1, The background; chap. 2, Colonial America; and chap. 3, The era of the American Revolution (pp. vii - 46).

Axinn and Stearn, chap. 1, Introduction and chap. 2, The Colonial period: 1647-1776 (pp. 1-36).

Foner, E. (1998). The birth of American freedom. In The story of American freedom (pp. 3-28). New York: Norton.

Observation Assignment (to be completed before this class session):

Visit an office of the Department of Transitional Assistance or a shelter (preferably a public one). Choose a facility with which you are not familiar.

Write a short description of your observations of the setting, the clients, the staff and whatever other details you have noted. You can also obtain written materials about eligibility requirements. This short paper, describing your observations and whatever other details you wish to comment on, will be submitted at this class session and will be the basis of some of our class discussion.

Note: Assume that you are in the position of a potential client, without access to the internet. Finding an office the old-fashioned way and getting to it without the use of your car are components of this assignment (if you *absolutely* have to use your car, at least pay attention to how you would get to the office if you didn't have one).

Also note: This class is scheduled for the 2nd night of Rosh Hashanah. Students observing this religious holiday are excused from class and will submit their written reports the following week. Please notify the instructor if you are not attending this class.

Week 4 (Sept. 30) Social Policy in the early years of the U.S.:

Indoor Relief: Institutionalizing the Poor

- A. The Yates Report and related studies of the causes and treatment of poverty
 - 1. Outdoor relief as pauperizing
 - 2. Implications for poor relief: indoor relief and criminalizing the poor

- B. Development of specialized institutions at mid-century: social help or social control?
 - 1. Dorothea Dix and the mental institution movement
 - 2. Orphan asylums and juvenile reformatories
 - 3. Penitentiaries for the criminal
- C. The Pierce Veto and its implications for state-based social welfare

Paper Topic and prospective references due.

(One or two relevant books and one or two articles are sufficient; use correct APA reference format. Please *do not* rely solely on a computerized search of titles but be sure to review, at a minimum, abstracts of the articles and book descriptions (if you can't actually see the books) in order to choose appropriate sources.)

Required Reading:

Jansson, B.S., chap. 4, Social welfare policy in the early republic: 1789-1860 (pp. 63-90).

Recommended Reading:

Axinn and Stearn (2001), chap. 3, The pre-Civil War period: 1777-1860 (pp. 37-82).

Katz, M. B. (1986). Origins and failure of the poorhouse. In In the shadow of the poorhouse. New York: Basic Books (pp. 3-36).\

Trattner, W.I. (1999), chap. 4, The trend toward indoor relief (pp. 47-76).

Week 5 (Oct. 7) The Industrial Revolution in New England and the North

- A. The growth of the factory system in the North before the Civil War
- B. Industrialization in the post-Civil War Era
 - 1. The growth of factory labor, "wage slaves," in the North
 - 2. The failure of regulation

The "gilded age" and the amassing of industrial fortunes (resonance with today?)

Required Reading:

Jansson, B.S. chap. 5, Lost opportunities: The frontier, the Civil War, and industrialization (pp. 111-122).

Required Field Trip: As part of this week's assignment, you are to visit the National Park Service's historical textile factory museum, (the Boott Mill and boarding house exhibit) in Lowell. See www.nps.gov/lowell for information and directions. You can visit the museum on your own, in small groups or as a class (we'll discuss this together). Students in the past have brought their families along and have enjoyed this informative exhibit.

Short Paper on observations and learning from the Lowell exhibits due on October 14th.

Reading the assignment, Jansson, pp. 111-120, before and after your visit will be helpful to you.

Note: This visit substitutes for the class that will not be held on Veterans' Day, Nov. 11.

Week 6 (Oct. 14) Slavery, the Civil War and Reconstruction and their Legacies; Industrialization after the War.

- A. Slavery and Industrialization
 - 1. The beginnings of slavery, its history and expansion
 - 2. The clash of Northern and Southern economies: an economic interpretation of the Civil War
 - 3. States' rights versus the integrity of the union
- B. Civil War and its implications for social welfare
 - 1. Abolition movement
 - 2. U.S. Sanitary Commission
 - 3. U.S. Freedman's Bureau
 - 4. Civil War pensions
- C. Reconstruction and post-Reconstruction
 - 1. The promise of freedom for former slaves
 - 2. The re-imposition of servitude: tenancy and the role of the poor laws.
 - 3. Plessy v. Ferguson: legal segregation.
- D. Industrialization in the post-Civil War Era
 - 1. The growth of factory labor, "wage slaves," in the North
 - 2. The failure of regulation
 - 3. The "Gilded Age" and the amassing of industrial fortunes (resonance with today?)

Required Reading:

Jansson, B.S. chap. 5, Lost opportunities: The frontier, the Civil War, and industrialization (pp. 91-122).

Wills, G. (2003). The Negro president. The New York Review of Books, (Nov. 6) (RP).

Recommended Reading:

Trattner, W.I. (1999), chap. 5, The Civil War and after—scientific charity (pp. 77-107).

Axinn. and Stern (2001), chap. 4, pp. 82-94 (top) and pp. 112-114 (document).

Foner, E. (1998). The new birth of freedom. In Foner, The story of American freedom (pp. 95-113).

There are many historical texts on the subject of slavery, the Civil War and Reconstruction. This is perhaps the most researched era of American history and well worth studying. One suggestion is: Gutman, H. G (1976). The Black family in slavery and freedom 1750-1925. New York: Vintage Books.

Short Paper on observations and learning from the Lowell exhibits due.

**Weeks 7 & 8
(Oct 21 & 28)** **Scientific Charity & the Beginnings of Specialization in Social Welfare; Progressive Era Reforms, & The Emergence of the Social Work Profession**

- A. Social Darwinism
- B. Industrialization, urbanization and immigration
- C. Scientific Charity: The Charity Organization Society
 - 1. Beginning the casework model
 - 2. Reinforcing the model of deserving and undeserving poor
 - 3. Americanizing new Americans (COS and immigrants)
 - 4. The quest for professional identity: Casework
- E. The settlement house movement
 - 1. Community and policy-oriented social work
 - 2. Jane Addams as moral leader
 - 3. Settlements and Americanization: respect for immigrants or *noblesse oblige*?
 - 4. Settlements and African-Americans: an ignored population
- E. The Quest for Professional Status
 - 1. The Flexner Report
 - 2. Mary Richmond and the development of the casework model
 - 3. Casework specialization
 - 4. Founding and development of professional social work education
- F. The First Women's Movement: social work, social reform and women's activism.

In Class Video: The Women of Hull House (NASW)

Required Reading:

- Jansson, B.S., chap. 6, Social reform in the Progressive Era (pp. 123-164).
- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work* 44(4), 311-321. (RP)
- Flexner Report. In Pumphrey, R.E. and Pumphrey, M.I. (1961). The heritage of American social work: Readings in its philosophical and institutional development. New York: Columbia University Press. (pp. 299-307). (RP)
- Maloney, J. (1997). Wine, women and woe: Salem in the 1880s. The Sextent (pp. 12-16; 34-42) (RP).
- Trattner, W.I. (1999), Chap. 5, The Civil War and after – Scientific Charity (portion, pp. 81-101) and Chap. 12, Social work and welfare in the 1920s (pp. 231-248). (RP)

Recommended Reading:

- Axinn and Stearn (2001), chap. 4, The Civil War and after: 1860-1900, pp. 94-113 (top) and 114-120 (documents); chap. 5, Progress and reform: 1900-1930 (pp. 124-164).
- Boyer, P. Building character among the urban poor. In Colby, I.C., Ed. (1989). Social welfare policy: Perspectives, patterns and insights. Dorsey Press. (pp. 113-131).
- Ehrenreich, J. (1987). chap.2, In *The professional altruist*. Ithaca: Cornell University Press. (pp.43-77; 236-243).
- Fisher, R. and Fabricant, M. (2002). From Henry Street to contracted services: Financing the settlement house. J. Sociology and Social Welfare XXIX (3): 3-27.
- Foner, chap. 7, Progressive freedom (pp. 139-162)

- Franklin, D. L. (1986). Mary Richmond and Jane Addams: From moral certainty to rational inquiry in social work practice. *Social Service Review*, December, 1986, (pp. 504-525).
- Nelson, B. (1996). The origins of the two-channel welfare state: Workmen's compensation and mothers' aid. In Gordon, L., Ed. (1996). *Women, the state and welfare* Madison: University of Wisconsin Press. (pp.123-151).
- Stuart, P. R. (1999). Linking clients and policy: Social work's distinctive contribution. *Social Work* 44(4), 335-347.
- Trattner, W.I. (1999), chap. 8, The settlement house movement (pp. 147-192); chap.11, The quest for professionalization; and chap.12, Social work and welfare in the 1920s (pp. 163-191 and 233-272).

Recommended PBS Video:

"Not for Ourselves Alone" (Women's Suffrage Movement)

Week 9 (Nov. 4) Growing Specialization in Social Welfare & Social Work

- A. Child welfare
- B. Public health
- C. Mental health
- D. Public Welfare

* Student Presentations incorporating material from the Jansson text as well as the Trattner readings, and material from their research papers.

Required Reading:

Trattner, W.I. (1999), chap. 6, child welfare; chap. 7, The public health movement; chap. 9, The mental health movement; and chap. 10, Renaissance of public welfare (pp. 108-162 and 191-232) (RP).

Students will choose one of these chapters and, as part of a small group, will present the content to the class.

Week 10 (Nov. 11) No Class: Veterans' Day

RESEARCH PAPERS DUE by Monday, Nov. 15th (place in my mailbox, please).

Week 11 (Nov. 18) Depression, New Deal & Growth of the American Welfare State

- A. Context of the Great Depression
 - 1. Economic background and consequences
 - 2. Social unrest and its consequences
 - a. The Bonus Army
 - b. Labor organizing and protests
 - 3. Reform as a response to social movements
 - 4. Political consequences: FDR and the mandate for a welfare state
- B. The New Deal
 - 1. Economic and social experimentation: The alphabet agencies
 - 2. Permanent legacy: The Social Security Act

3. Social insurance versus public assistance - programs for male wage earners versus means-testing for single mothers
4. The exclusion of many African-Americans from the New Deal and Social Security
- C. Social work in the Depression era
 1. The growth of social agencies: legacies of social work initiatives in the Progressive Era
 2. Social work returns to anti-poverty work
 3. Social workers as key actors in the New Deal
 - a. Harry Hopkins
 - b. Frances Perkins
 - c. Eleanor Roosevelt as social worker
 - d. Social work leaders at the state level

In-Class Videos: PBS Documentary: The Depression

Required Reading:

Jansson, B.S., chap. 7. The early stages of the New Deal (pp. 165-190) and chap. 8, Institutionalizing the New Deal (pp. 191-224).
 Quadagno, J. (1994). The color of welfare. chap. 1, Unfinished democracy (pp. 17-32). (RP)

Recommended Reading:

Axinn, J. and Stearn, M. (2001), chap. 6, The Depression and the New Deal: 1930-1940 (pp. 168-217).
 Ehrenreich, J. (1987). Chap. 4, The altruistic imagination. Ithaca: Cornell U. Press (pp. 102-138)
 Foner, E. (1998). The story of American freedom. New York: Norton. Chap. 9, The New Deal and the redefinition of freedom (pp. 195-218).
 Trattner, W.I. (1999), chap. 13, Depression and a New Deal (pp. 273-303).
 Katz, M. B. (1986). Reorganizing the nation. In the shadow of the poorhouse. New York: Basic Books. (pp.213-255)
 Goldberg, G.S. and Collins, S.D. (2001). Washington's New Poor Law, chap. 1, Washington's new Poor Law and welfare repeal: Introduction and overview (pp. 1-27) and chap. 2, Aid to Dependent Children is born (pp. 28-56).

Week 12 (Nov. 25) – No Class: Thanksgiving (have a great holiday!)

Week 13 (Dec. 2) Social Welfare from the 1940s-1960s: Post-World Expansion, the Civil Rights Movement, and the War on Poverty

A. Second World War

1. War effort and social work
2. African-American migration North: Wartime and jobs
3. Women and work in wartime
4. Segregation in the armed forces
5. Post-war welfare: The GI Bill

B. The 1950s

1. Return to "normalcy" and the domestic ideal
2. Political conservatism and the retreat of social work activism
3. Economic dislocation of Southern African-Americans
4. New immigrants

- C. Rediscovery of poverty in America
- D. The Civil Rights movement: The struggle against “separate but equal”:
 - 1. Brown versus Board of Education
 - 2. Protest movements of African-Americans in the South and their results
 - 3. The Movement moves north
- E. Policy responses: Civil Rights Acts & The War on Poverty
 - 1. Civil Rights and Voting Rights Acts
 - 2. Poverty programs
 - 3. Changes in the Social Security Act: Medicare and Medicaid
- F. Further legacies: Other social movements
 - 1. The student and anti-Vietnam War movement
 - 2. The Women's movement
 - 3. The Chicano movement
 - 4. The Native American movement
 - 5. The Disabilities movement
 - 6. The movement for gay and lesbian rights
 - 7. The Gray Panthers: the elderly demand their rights
- G. The radicalization of social work: Partners in the War on Poverty

In-Class Videos (selections):

The GI Bill, Eyes on the Prize and The War on Poverty

Required Reading:

Jansson, B.S., chap. 9, The era of federal social services: The New Frontier and the Great Society (pp. 225-271).

Recommended Reading:

Axinn, J. and Stearn, M. (2001). chap. 7, War and prosperity: 1940-1970 (pp. 221-244 (top)) and (252-257) (document).

Ehrenreich, J. (1987). Chap. 5. In The altruistic imagination. (pp. 139-157).

Foner, E. (1998). The story of American Freedom, Sixties freedom (pp. 275-306).

Goldberg, G.S. and Collins, S.D. (2001). Washington's new Poor Law. Chap. 3, Welfare law and labor law: The formative years (pp. 57-74) and chap. 4, Expanding economy and exploding relief rolls (pp. 75-102).

Trattner, W.I. (1999), chap. 14, From World War to Great Society (pp. 304-336) and chap. 15, A transitional era (pp. 337-361).

**Week 14 (Dec 9) From Continued Welfare Expansion to Conservative Retraction:
Social Policy 1968-1992**

- A. The Nixon/Ford/Carter years: Growth in the face of opposition
 - 1. Employment-focused reforms
 - 2. Social Services expansion
 - 3. Family Assistance plan fails
 - 4. Juvenile justice and mental health programs
 - 5. Abortion rights
- B. Return to conservatism: the Reagan years and beyond
 - 1. Attack on the welfare state
 - 2. Social work's response

Required Reading:

Jansson, B.S., chap.10, The paradoxical era: 1968-1980 (pp. 272-303) and chap. 11, The conservative counterrevolution in the era of Reagan and Bush (pp. 304-348).

Recommended Reading:

- Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work* 43(6): 512-525. Dodenhoff, D. (1998). Is welfare really about social control? Social Service Review September:
- Axinn J., and Stearn, M. (2001), chap. 8, Economic and social stagnation: 1970-1990 (pp. 269-303).
- Ehrenreich, J. (1987). The altruistic imagination, chap. 7, A house divided: The second crisis in social work, 1960-1980 (pp. 187-208) .
- Goldberg, G.S. and Collins, S.D.(2001). Washington's New Poor Law, chap. 5, Setting the stage for welfare "reform," 1967-1980 (pp. 103-127), and chapter 6, Enter welfare "reform," 1967-1980 (pp. 128- 164).
- Piven, F. F. and Cloward, R.A. (1987). The historical sources of the contemporary relief debate. In Block, F. et al. The mean season: The attack on the welfare state. New York: Random House (pp. 3-25 and 34-43).

Week 15 (Dec. 16) Recent Ambivalence in Social Policy: The Clinton Years & Current Perspectives

- A. Changing economy: Downsizing and globalization
- B. Clinton years: Failures and a few successes in the early years
 - 1. Economic Policies
 - 2. The health reform fiasco
- C. New attack on the poor and "ending welfare as we knew it"
 - 1. The worthy and unworthy revisited
 - 2. Implications of "welfare reform"
 - 3. Devolution and the enhanced role of state governments
- D. Bush's (first?) administration: welfare for the wealthy
 - 1. Tax policies
 - 2. Religious right and impact on social policy
 - 3. War in Afghanistan and Iraq
- E. Election post-mortem and implications for the future
- F. Examining present and future policies in light of the past
- G. Advocacy as policy practice.

Required Reading:

- Jansson, B.S., chap. 12, Reluctance illustrated: Policy uncertainty during the Clinton administration (pp. 349-400); chap. 13, Bush's Quest for Realignment (pp. 401-440) (review) and chap. 14, Why has the American welfare state been reluctant—and what can we do about it? (pp. 441-489) (review).
- Platt, T. (2003). The state of welfare: United States 2003. Monthly Review (RP).

Recommended Reading:

Goldberg, G.S. and Collins, S.D.(2001). Washington's New Poor Law, chap. 7, The final act: Welfare's repeal (pp. 165-201).

Trattner, W.I. (1999), chap. 16, War on the welfare state and chap. 17, Looking forward—or backward? (pp. 362-401)

Axinn, J. and Stearn, M. (2001), chap. 9, Social welfare and the information society: The 1990s (pp. 307-338).

TAKE-HOME FINALS DUE**Week 16 (Dec.23) Wrap-Up.**

- A. Major themes that have informed and continue to influence American social policy.
- B. What did you learn from your research?
- C. Discussion of the final exam
- D. Your reactions, in general

COURSE REQUIREMENTS

Students are expected to attend all classes and to come prepared to discuss the readings assigned for each session. They are also expected to submit all written assignments on the dates determined. Students who are unable to attend a class session should inform the instructor of the absence, ahead of time if possible. Students who miss more than two sessions will receive a grade lowered by one-half of a grade level.

CLASS ASSIGNMENTS AND GRADING

Written assignments are as follows (specific instructions for each assignment will be handed out and discussed in class) and will be evaluated according to the Graduate School's grading criteria listed at the end of this syllabus. Good writing and appropriate citations are required and are part of the evaluation of these assignments. Students can take advantage of help from the College's Writing Center, or the instructor may specifically refer the student for this help.

- 1) A short paper (two to five pages) describing your observations of a Department of Transitional Assistance (welfare center) or homeless shelter, submitted at the third class meeting, Sept. 23.
- 2) A short paper (two to five pages) describing the significant observations and information learned from your trip to the historical exhibits at the Boott Mill and related exhibits, National Park Service, Lowell, MA, due at the class meeting, week of Oct. 14.
- 3) A 10-15 page paper analyzing the historical development of a social policy in a particular social problem area (e.g., mental health, juvenile delinquency, substance abuse, domestic violence). Topic and beginning references are due on Sept. 30, and the paper is due on Nov. 15.
- 4) A final take-home exam that analyzes and discusses principal themes covered during the semester, due Dec. 16.

Guidelines for Research Paper

The following questions should help guide your in research and writing of the paper for this course. It is hoped that you will, in the course of your paper, at least suggest answers to these questions, but it is not expected that you will use the questions as a way of specifically ordering your paper. It is also expected that your paper will go beyond these issues or, depending on your interests and the information you find, may emphasize one area or another. The question list is meant to assist you in your work but not to restrict what you do.

Please keep in mind that the emphasis in this paper is on the historical record of the treatment of a social problem (or a related questions). It is expected that you will provide information about your topic back to, at least, the 19th century. If you are working on a more recent topic, you should provide historical analysis for a comparable issue in the 19th century (e.g., AIDS and syphilis). You must rely on books (at least two, preferably), using articles to supplement your research. Information obtained from the internet must come from research sources. All information must be appropriately referenced in APA format.

1. What is the social problem that is addressed in your research?
2. When was this problem initially identified; or, when did the problem emerge as an issue requiring altered policy responses?
3. Were there particular individuals or groups responsible for identifying and posing solutions for the problem? What were their interests or points of view?
4. What policies or programs were initially suggested and/or implemented for the solution of the problem? How did these programs relate to the definition or understanding of the causation of the problem? Can you identify tensions between helping and/or social control in the initial (and subsequent) policies?
5. What is the history of the development of those social policies or programs? How were they implemented? Were they implemented as expected? Did they change over time? Were there any reform efforts to modify or eliminate the initial policies or programs? What were the *significant turning points* in the history of the treatment of this problem, and can you identify why they occurred?
6. What were the groups that the policy aimed to serve? Can you identify evidence of discrimination or exclusion –or inclusion–in the implementation of the policy?
7. What is the relationship between the policies as initially implemented and those for helping/solving/managing the social problem today?
8. How was the social work profession involved with the development of policy in the area you are researching (if it was)?
9. What books and/or articles have you relied upon (this will be evident in your reference list)? Have the authors of these studies shared a point of view about the history of the social policy you are tracing, or have their interpretations differed? How have they documented their

interpretations? Did you find any particular interpretation more convincing, and if so, why? Which works did you find informative, helpful? Why?

10. What are the major things you have learned from your research? Has your research helped you to understand the value issues involved in the social problem area you have researched? Do you understand the administrative arrangement for treating your social problem better?

11. What is your final assessment of the history of the treatment of the problem you have researched? Have any solutions demonstrated real promise of success? Again, are there values that have dominated the treatment of the problem? Based on your historical examination, do you have any suggestions for policy improvements in the area you have studied?

Class Participation:

Attendance is expected, and students should come to each class prepared to discuss the assigned readings. Constructive and active participation by all class members is important both for a productive learning experience for the class as a whole and for professional development. It is essential that practitioners learn verbal as well as written skills in order to be able to advocate competently for their clients, constituencies, and themselves. Students may be worried about their competence to speak in class, but taking the plunge can help develop your skills in this vital area.

Students are entitled to their interpretations and opinions and are strongly encouraged to express them. To be respectful does not mean that you do not challenge. Debates, disagreements, and arguments are part of the learning process. You will not be evaluated on what position you take but rather on your engagement in the learning process. Learning to express your own ideas, as well as non-judgmental listening to and integrating the others' ideas is essential in this field.

The criteria used to evaluate class participation are as follows:

A - Student attends regularly and is fully prepared, asks questions and makes comments. Contributions facilitate class discussion and demonstrate respect for colleagues.

B - Student attends regularly, is attentive, usually prepared and participates occasionally. Participation helps to facilitate class discussion and shows respect for colleagues.

C - Student attends regularly but doesn't participate or student is frequently absent or late but participates in class discussion.

F - Student is frequently absent and participates little or not at all in class discussion when present, or student attends but is disruptive or insensitive to others.

Salem State College assumes that all students come to the College with serious educational intent and expects them to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All forms of academic dishonesty, including plagiarism, are considered to be serious offenses against the College community.

Definition of Academic Dishonesty: Submitting another person's work as one's own. This includes, for example, copying another person's work during examinations; purchasing papers; copying papers, reports or portions of papers, material from a website; copying laboratory or computer results; and presenting material from another course or paper without proper acknowledgment, citations and references.

Penalties for plagiarism and academic dishonesty can include **an automatic grade of F for the course** as well as being reported to the Vice President, Academic Affairs, and can lead to **suspension or expulsion from the college**. See the current Salem State College Undergraduate and Graduate Catalogues for complete descriptions of College policies on academic dishonest and the appeals procedures.

Your final grade will be determined on the following basis:

DTA Observation Paper	-	05%
Lowell history Paper	-	05%
Research Paper	-	40%
Final	-	40%
Class Participation	-	10%

Grades are awarded in compliance with the criteria established by the Salem State College Graduate School.

Supplementary Bibliography

The following books and articles are good social welfare history and policy source materials. The Trattner, W.I. (1999) text also provides excellent references, by era or subject, at the end of each chapter. You can also find appropriate source materials by library and journal searches.

- Abel, E.K. (1998). Valuing care: Turn-of-the-century conflicts between charity workers and women clients. Journal of Women's History 10:3 (Autumn): 32-52.
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