

North Central **Michigan College**

NCMC CURRICULUM/COURSE OUTLINE FOR YEARS: 2001-2003

DIVISION/AREA: Sciences, Health and Human Services DEPARTMENT: Human Services

AREA DEAN: Timothy Dykstra

ORIGINATOR: Polly Flippo

TOTAL HOURS OF INSTRUCTION: Lecture: 3 Lab: 0 Total Contact Hours: 52.80

COURSE NUMBER: SCW 210

CREDIT HOURS: 3

COURSE TITLE: INTRODUCTION TO SOCIAL WELFARE

PREREQUISITE(S)/COREQUISITE(S)/ADVISORY: PLS 141: HST 132

CATALOG DESCRIPTION: Historical development of social welfare in the Old and New Worlds. Description of existing income transfer and social service programs in the United States. Discussion of values underlying the existing system. Prerequisites: PLS 141 and HST 132

GENERAL EDUCATION OUTCOMES OR OCCUPATIONAL PROGRAM OUTCOMES

Refer to College catalog or specific occupational program outcomes and describe how this course meets those outcomes.

Think critically and analytically. Write and speak effectively.

COURSE OBJECTIVES & OUTCOMES:

Knowledge Objectives:

1. To grasp the significance of the term “welfare state” and to appreciate the sense in which the United States is a “reluctant” welfare state.
2. To gain a survey understanding of the Old and New World developments-social, political, and economic-which have led to our present social welfare policies, with particular emphasis on feudalism and medieval society, the transition to industrialism, United States colonial policies, and nineteenth century United States industrialism, urbanization, and social policy responses.

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3. To gain an in-depth understanding of the twentieth century developments-social, political, and economic-which have transformed the United States into a welfare state, with particular emphasis on the progressive Era, New Deal, passage of the Social Security Act of 1935, expansion of the federal role in economic security and social service policy, Reagan “counterrevolution”, and Clinton reform attempts.
4. To trace the changing status of women, minorities, and other “outgroups” throughout the history of social welfare, with emphasis on the extent to which such groups have been the victims of stereotyping, prejudice, discrimination, and oppression.
5. To gain an appreciation for the political, governmental and other-institutional context in which the social welfare institution is imbedded, including topics such as political ideology and the relative lack of ideology in the United States, the absence of a strong U.S. radical tradition, the three-tiered complexity of U.S. federalism, changing views of constitutional rights, welfare rights, social welfare related decisions of the Supreme Court, sectarian social services and the impact of religion on social welfare, federated funding and other forms of private philanthropy, and the impact on social welfare of labor unions, public schools, political parties, interest groups, the medical profession and the media.
6. To understand the relationship between the social welfare institution and the social work profession, from both historical and current perspectives, but with particular emphasis on the role of social workers in the Progressive Era and the New Deal.
7. To analyze the development of the United States social welfare institution in terms of its underlying historical values, including notions of mutual aid, charity, justice, Protestant work, Social Darwinism, less eligibility, etc., and also, in this analysis, to utilize Janssen’s framework of ‘five moral issues’: (a) morality of social services, (b) nature of social obligation, (c) preferred interventions, (d) compensatory strategies, and (e) magnitude of federal policy roles.
8. To become familiar with the meaning of key social welfare terms and concepts, for example, *social services, income transfers, in-kind benefits, social policy, social insurance, public assistance, means test, entitlement, residual, institutional, developmental, selective, universal*.
9. To learn client-resource linking competence by surveying, in some detail, current social welfare programs in the United States, including:
 - a. application of a systematic structural analysis:
 1. objectives
 2. benefit form
 3. eligibility criteria
 4. funding mechanism
 5. administrative structure
 6. program characteristics
 - b. a thorough understanding of the basic benefits and policies of income transfer programs, with particular emphasis on OASDHI, public assistance, Workers Compensation, and Unemployment Insurance.

- c. an expansion in awareness of the many ways in which income is transferred within the U.S. economy, and an appreciation of the complexity of analysis necessary to determine the net impact of total income transfers on the economic welfare of any one individual or family.
- d. understanding of the basic benefits and policies of major public social service programs.
- e. understanding of “opportunity” programs as an important dimension of social welfare.
- f. understanding of the distinction between private and public social welfare and of the blurring of that distinction.
- g. overview understanding of the variety of private social welfare programs in the United States.

Skill Objectives:

- 1. To be able to define social welfare programs within both broad and narrow concepts of social welfare delivery; to be able to delineate among the various types of cash transfer, in-kind, and service programs; and to be able to recognize historical and political relationships within social welfare programs.
- 1. To use effectively persuasive public speaking in a debate on recent proposals for reform of public assistance in the United States, and to demonstrate ability to use social work values as part of the rationale for positions defended in that debate.

Value Objectives:

- 1. To gain a beginning sense of guarded optimism about the evolution of humane and just social welfare policies, and thus about the value of participation in attempts to improve social welfare policy at all levels.
- 2. By examining the historical social welfare policy debates and dilemmas, to begin to formulate personal value positions in regard to analogous debates and dilemmas in the present.
- 3. To assess one’s own biases about “welfare” clients, particularly with sensitivity to the societal tendency to “blame the victim.”
- 4. To gain a beginning familiarity with certain social work values of importance to policy analysis in SCWK 310:
 - a. commitment to the ideal that no citizen should fall below a decent standard of economic well being.
 - b. commitment to the ideal of a society in which people of all races, religions, national origins, sexes, sexual orientation, ages, and capability are given equal treatment in law and in all functions of the society regulated by public policy.

- c. commitment to “making social institutions more humane and responsive to human needs.”
 - d. commitment to the ideal of equal social and economic opportunity, i.e., “that people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress and the realization of their aspirations and values in relation to themselves, the rights of others, the general welfare, and social justice.”
 - e. commitment to the goal of significantly greater equality in the distribution of income and wealth.
5. Through debate on public assistance reform, to begin formulation of opinions related to this debate; to examine the consistency of such opinions with one’s own developing social work values.
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METHODS OF INSTRUCTION:

Lecture, discussion, text and supplemental readings, journal and periodical articles, video, policy analysis, values clarification exercises, games/simulations, debate.

METHODS OF EVALUATION:

Tests, reports, debate performance.

REQUIRED TEXTS: (Representative List)

Primary:

Janssen, Bruce S. *The Reluctant Welfare State: A History of American Social Welfare Policies*, 2nd Edition. Pacific Grove, CA: Brooks/Cole Publishing Company, 1993.

Supplemental:

Karger, Howard J., and David Stoesz. *American Social Welfare Policy: A Structural Approach*, 2nd Edition. New York: Longman, 1994.

Day, Phyllis. *A New History of Social Welfare*. Englewood Cliffs, NJ: Prentice Hall, 1989. (optional).

Selected Readings: From an approved list of books, periodicals and newspapers articles.

TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION:

Introduction to course and requirements

broad and narrow definitions of social welfare

- B. values in social welfare
 - 1. American values
 - 2. “blaming the victim”

- II. Social welfare and social policy Janssen, Chapter 1
Day, Chapters 1 and 2

welfare state-pro and con

- B. the political economy of social welfare policy
- C. causal and moral factors
 - 1. residual and institutional concepts
 - 2. universal vs. selective
 - 3. centralization vs. decentralization
- D. policy eras
- E. values of social work as applied to policy issues
- F. outgroups and social welfare history

- III. Early historical perspectives Janssen, Chapters 2 and 3
Day, Chapters 3, 4, and 5

- A. Feudalism; role of the church
- B. Henry VII; beggar laws
- C. Elizabethan poor Laws
- D. American poor law and mythology
- E. Social Darwinism and the United States Constitution
- F. outgroups in the medieval era

- Nineteenth Century and the emergence of social welfare policy Janssen, Chapters 4 and 5
Day, Chapters 6 and 7

- A. Speenhamland
- B. social reform policies
- C. pauperism vs. poverty
- D. outgroups in the early American republic
- E. frontier policy
- F. Civil War and the Freedman’s Bureau
- G. Social policy and industrialization

- II. Progressive Era Janssen, Chapter 6
Day, Chapter 8

- A. catalytic events
- B. new regulations
- C. outgroups in the Progressive Era
- D. social reformers
 - 1. Dorothea Dix, Mary Richmond, Jane Addams
 - 1. emergence of social work

- III. Early stages of the New Deal Janssen, Chapter 7
 - A. period of denial
 - B. emergency reforms

- IV. Institutionalizing the new Deal Janssen, Chapter 8
 - Day, Chapter 9
 - Social Security Act of 1935
 - 1. income transfer programs
 - 2. public assistance and social insurance
 - 3. amendments of 1939
 - B. outgroups in the New Deal
 - C. World War II

- VIII. Federalizing social services Janssen, Chapter 9
 - Day, Chapter 10
 - A. Eisenhower; 1956 Social Security Amendments
 - B. Kennedy; 1962 Social Security Amendments
 - C. outgroups in the 1960's
 - D. Johnson; the War on Poverty
 - 1. civil rights
 - 2. Food Stamps
 - 3. Medicare/Medicaid

- IX. Paradoxical Era Janssen, Chapter 10
 - Day, Chapter 11
 - A. Nixon, the reform President?
 - 1. Family Assistance Plan
 - 2. Supplemental Security Income
 - B. the 1972 election
 - 1. Watergate
 - 2. McGovern, demogrants
 - C. outgroups in the 1970's
 - D. Nixon turns conservative
 - E. Ford
 - F. Carter, BJI

- X. Counterrevolution Janssen, Chapter 11
 - Day, Chapter 12
 - A. Reagan
 - B. Conservatism
 - C. Reagonomics
 - 1. the "truly needy"
 - 2. "trickle-down" theory
 - D. outgroups in the 1980's
 - E. Welfare Reform Act
 - 1. Moynihan returns
 - 2. The moderate approach

- XI. The 1990's Karger, Chapter 11
A. Bush
B. Clinton
C. synopsis of current United States social insurance, income maintenance, and public social service programs

- XII. The Reluctant Welfare State Janssen, Chapter 12
Day, Chapter 13
- A. social welfare reform
1. Why not?
2. Welfare mythology
- B. taking sides
1. liberals, conservatives, radicals
2. the welfare state

Reasonable accommodations may be provided for students with documented physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the Education Opportunity Program (EOP) at (231) 348-6687 to arrange services for this course.
