Part I: Course information

SW 5802-Social Welfare History
1 credit

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

Short description
Policies/ programs in social welfare examined in light of their historical evolution, along with themes that have shaped development over time. Contributions of population subgroups to the development of the welfare state are examined, and the impact of policies and programs on such groups. This history of social work profession is examined.

Long description
In the fall semester students learn about the policies and programs that make up the American welfare state. In this semester, we look historically to consider the influences that shaped the framework of the welfare state, along with specific policies and programs. This course provides a broad survey of the historical evolution of policies and program. In doing so, it identifies specific themes that have shaped the American welfare state, and consider the perseverance of these themes over time. These themes include areas such as less eligibility, public/private tension in provision, concepts of worthy and unworthy poor, and the evolution of a two-tiered response to social and economic need. The impact of policies and programs on historically oppressed populations is considered, along with understanding the contributions of these same populations in shaping America’s response to need over time. Additionally, this course will consider the development of the profession of social work as a major professional response to social need and dependency.

Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
</table>

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Part II: Course outcomes

COURSE OBJECTIVES

Upon successful completion of this course, students are able to:

- Think critically about issues related to social welfare programs, policies and practices in the present through understanding the historical evolution of social welfare and through developing conceptual tools for the analysis of social problems and policy responses.

- Demonstrate understanding of the evolution of the American welfare state through consideration of change over time in policies and programs.

- Understand, appreciate and discuss the historical evolution of professional social workers, including the lives and careers of significant individuals who have shaped American social welfare policies and programs, as well as the profession, and the evolution of professional social work behaviors and technologies.

- Articulate major themes and issues in American social welfare policies and programs, and their historical evolution including, issues of dependency, deviancy, empowerment, oppression, and "worthy and unworthy," as well as conflicting ideas about the role of government in providing for citizens, the limitations and possibilities of social reform, and the transition from charity to professional social work.

- Understand the contributions and influences of gender, social class, ethnicity, race, age, religion, spirituality, physical and mental abilities and sexual orientation on the development of social welfare in the United States and the development or professional social work.

- Analyze primary and secondary sources relevant to social welfare policy and its historical evolution.

- Explore, access and use a range of Internet-based resources available deepening one's understanding of social welfare history.

Social Work Practice Competencies

Successful completion of this foundation course implies that the student has achieved competency in the following practice behaviors:

**EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:
Practice Behaviors | Covered in class through (i.e., activity, reading, content) | Assessed
---|---|---
• Advocate for client access to the services of social work; | • Class readings and lectures • Modules on Settlements and Professionalization | Document Analysis assignments
• Practice personal reflection and self-correction to assure continual professional development; | • Class readings and lectures • Modules on COS & Scientific Charity, Professionalization | Document Analysis assignments
• Attend to professional roles and boundaries | • Class readings and lectures • Modules on COS & Scientific Charity, Social Settlements, Professionalization | Document Analysis assignments

**Competency: 2.1.2 – Apply social work ethical principles to guide professional practice**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply strategies of ethic reasoning to arrive at decisions</td>
<td>• Document analysis assignment – <em>Early Draft of a Code of Ethics</em></td>
<td>Document analysis assignments</td>
</tr>
</tbody>
</table>

**EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</td>
<td>• Primary source document assignment • Class readings</td>
<td>Document analysis assignment</td>
</tr>
<tr>
<td>• Analyze models of assessment, prevention, intervention and evaluation</td>
<td>• Primary source document assignment • Class readings</td>
<td>Document analysis assignment</td>
</tr>
</tbody>
</table>
| • Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | • Primary source document assignment • Class readings | In-class essay exam

**EP 2.1.5 – Advance human rights and social and economic justice**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</table>
| • Understand the forms and mechanisms of oppression and discrimination | • Class lectures and readings in history modules 1-10  
• Film: March Point  
• Document Analysis presentations: Indian Adoption Project; Unemployment Study; Inabel Lindsey | In-class essay exam |
| • Advocate for human rights and social and economic justice | • Document analysis assignment  
• Downtown Welfare Advocacy center; Oral Interview with Inabel Lindsey | |
| • Engage in practices that advance social and economic justice | • Document analysis presentations | Document analysis assignment |

**EP 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

<table>
<thead>
<tr>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
</table>
| • Analyze, formulate, and advocate for policies that advance social well-being | • History modules, including lectures and readings  
• Document analysis assignment  
  o Downtown Welfare Advocacy Center  
  o Rihaldaffer Paper  
  o Unemployment Study of 1927 | Document analysis assignment |
| • Collaborate with colleagues and clients for effective policy action | • History modules | History essay exam |

**Part III: Course requirements**
This class covers 10 learning modules that are organized both by topic and chronologically. Most of the modules have a lecture presentation, along with discussion that focuses on readings and in-class presentations. Many of the modules will be available online. The class also makes use of student presentations focusing on the use of primary source materials, in-class work groups and discussions, guest speakers, and video materials. In-class discussion will be limited and based on assigned reading, lecture material, and student presentations.

REQUIRED TEXTS:
Purchase the following texts at the St. Paul Bookstore:


- Additional required and recommended readings are available through e-reserve or through electronic journals through the University of Minnesota library system.

ASSIGNMENTS/EXAMS

Online Quiz 1

Conceptual Review of Historical Themes – in-class essay exam
70 points

Two-thirds of the way through this semester, students will be able to access web-based forums that contain study questions for the in-class exam. The questions will appear at the beginning of each forum, and all students will be able to review the questions. This exam requires students to integrate learning from class lectures, readings, student presentations, and document analysis assignments to answer a comprehensive question related to the material from this course. If they wish, students may participate in online discussions related to the questions. The instructor strongly encourages students to work with others in small work groups try to address these questions. The actual writing of the exam is an individual process. Each question asks students to review information from the class, and to use this information to build an argument about the position that they take on the question. On the day of the exam, students will be given two of the questions that originally appeared in the online forums. They will have to write on one of the questions. Students will have two hours to answer the question.

Document Analysis – due dates vary – 20 points

Working in small groups with a set of primary documents, student review and interpret documents related to some aspect of the history of social welfare. Students write and submit a group paper, and do a short (no longer than 15 minutes) on their document set to the class. The grade for this assignment is divided between the paper and the presentation.

Document Sets:
- Rihaldaffer Papers – report from the first superintendent of the Minnesota Reform School in Red Wing, late 1800s
o Early Draft of a Code of Ethics – papers from the Family Welfare Association, including exchanges of professionals regarding ethical dilemmas in practice – early 1900s

o Unemployment Study of 1927 – case records from the National Federation of Settlements study of unemployment, conducted in 1927 and published in 1932. The case records include interviews with immigrant families who experienced unemployment through no fault of the bread winner.

o Oral interview with Inabel Lindsey – excerpt from an extended interview with Inabel Lindsey, an African American social worker who got her training in the 1920s, and went on to become the dean of the Howard University School of Social Work. Reflecting on the 1920s from a post-Civil Rights Movement perspective, Lindsey recounts stories of a young African American woman who pursues professional identity.

o Ask Miss Bailey – Social Survey editor, Gertrude Spring, aka Miss Bailey, answers questions from social workers in the field during the Great Depression.

o Who Do You Kill? – A television script from 1963, shows social workers dealing with interpersonal and macro issues during a period of social unrest.

o Indian Adoption Project – administrative papers from a joint project between the Child Welfare League of America and the Bureau of Indian Affairs, describe project that ran from 1958 to 1963. The intent of the project was to remove Native American children from their homes and place them in adoptive what homes. This movement contributed to setting the stage for the Indian Child Welfare Act of 1978.

o Downtown Welfare Advocacy Center – training manuals and other organizational materials from a primarily African American welfare rights organization that persisted in the 1980s, during an anti-welfare era.

Online Discussion – 10 points

Students participate in small group online discussions related to two films that are part of the class material. The film The Orphan Trains is a part of History Module 2 – Indoor Relief and Institutions, and the film March Point is part of History Module 9 – Social Welfare and Native Americans. Students will watch the films outside of class time, and be assigned to a small discussion group for this film.

GRADE DISTRIBUTION
The grade weight for each assignment is listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Essay Exam</td>
<td>End of the semester; available 2/3 through semester</td>
<td>70 points</td>
</tr>
<tr>
<td>Document Analysis</td>
<td>Varies – depends on collection</td>
<td>20 points</td>
</tr>
<tr>
<td>Online discussions</td>
<td>Varies</td>
<td>10 points</td>
</tr>
</tbody>
</table>

Grading Scale:

A     =  93  -  100
A-    =  90  -  92
B+    =  87  -  89
B     =  83  -  86
B-    =  80  -  82
C+    =  77  -  79
C = 73 - 76
C- = 70 - 72
D+ = 67 - 69
D = 60 - 66

- To complete the course successfully a student must complete and receive a passing grade for each assignment.
- You must take this class for a grade. This class is offered on an A-F basis only.

COMPLETING ASSIGNMENTS AND INCOMPLETES

Assignments should be typed, double-spaced, and use inclusive language. While the School of Social Work uses the Publication Manual of the American Psychological Association, (6th edition), as a guide for writing papers and citing sources, this manual is less helpful when using primary source material. The instructor will give specific instructions for citations for the Document Analysis assignment in class. No citations are needed for the in-class essay exam.

Assignments are due in class on the date assigned. Failure to turn in an assignment on the due date will result in a lowered grade: students will lose one point for each day the assignment is past due.

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.
Part IV: Course content

History Module 1 – Foundations of the American Welfare State

- Early antecedents of the American welfare state
- Elizabethan Poor Laws – 1601
- Family and community life in the British colonies of North America
- Welfare strategies in the British colonies

Class Lecture
Small group discussion

Required reading:


History Module 2 – Welfare Reform and Indoor Relief – online delivery

- Changing social order in the 19th century
- Welfare reform: from outdoor to indoor relief
- The poor house – 19th century
- Child welfare – 19th century

Class lecture
Online film and discussion: The Orphan Trains

Required readings:

History Module 3 - The Civil War And Reconstruction: A Beginning Federal Role – online delivery

- Social welfare responses in war time
- The United States Sanitary Commission
- Freedmen's Bureau
- Civil War pensions

Required readings:


History Module 4 - Scientific Charity And The Charity Organization Society

- Economic and social conditions near the turn of the century
- Changing perceptions of social welfare
- Scientific charity: Philosophical and institutional expressions

Document Analysis Projects:
- Riheldaffer Papers
- Early Draft of a Code of Ethics

Required readings:


History Module 5 - Progressive Reforms and the Settlement Movement

- Reform movements of the Progressive Era: 1890 – 1912
- Political, economic and social contexts for reform
- Social settlements: Residence, research and reform
- Women and social welfare activism

Document Analysis Projects:
- Unemployment Study of 1927
- Interview with Inabel Lindsey
**Required readings:**


**History Module 6 - Depression And The New Deal: Creating The Welfare State – online delivery**

- The Depression and New Deal: Social welfare implications
- Protecting families and older adults
- The Social Security Act

Class lecture

**Required readings:**


**History Module 7 – Professionalization - online delivery**

- The emergence of social work as a profession
- Psychiatric social work and the influence of Freud
- Social work - cause and function

**Document Analysis Projects:**

- Ask Miss Bailey

**Required readings:**


**History Module 8 - Post War Through The Great Society**

- Post-War years
• The War on Poverty

**Document Analysis Project**

• *Who Do You Kill?*
• The Downtown Welfare Advocacy Center

Class lecture

**Required readings:**


**History Module 9 – Native Americans and Social Welfare**

• Social welfare and relation to Native sovereignty
• Indian Child Welfare Act

Class lecture

Online film: *March Point*

Online discussion

**Document Analysis:**

*Indian Adoption Project*

**Required readings:**


• Public Law 95-608: Indian Child Welfare Act of 1978
History Module 10 – Summing Up: Reluctant Welfare State

- America’s reluctant welfare state
- Factors that hinder and promote the welfare state

Class Lecture
Small group discussion

Required Readings:


Additional Bibliography:

- Brace, Charles Loring. (1872). Chapter XIX: The best remedy for juvenile pauperism. Chapter XX: Providing country homes. Chapter XXI: Results and facts of emigration to the west. The dangerous classes of New York, and twenty years' work among them, (pp. 223-270). Silver Spring, MD: NASW.
- Curran, Laura. (2002). The Psychology of poverty: Professional social work and Aid to Dependent Children in post-war America, 1946-1963. Social Service Review, 76(3), 365-386. (The link for this article is available through the course e-reserve. See page 6 of the syllabus.)
• Walkowitz, Daniel J. (1990). The making of a feminine professional identity: Social workers in the 1920s. *The American Historical Review, 95*(4), 1051-1075. (The link for this article is available through the course e-reserve. See page 6 of the syllabus.)


