

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW 381L	Instructor's name:	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
Unique Number:	56975	Office Number:	SSW 3.130K
Semester:	Fall 1996	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	Tuesdays 5:30-8:30 pm SSW 2.118	Office Hours:	Tuesdays 4:00-5:00pm or by appointment

SOCIAL PROBLEMS AND SOCIAL WELFARE POLICY

I. Course Description

This course examines from an historical perspective the overall structure of the current social welfare system with a focus on its impacts on the experience of vulnerable populations. Throughout the analysis, it also emphasizes the parallel historical development of the profession of social work, including the ways in which it responded to the demands of social problems across key periods of social welfare policy transformations. This is the first of a 2-course policy sequence in the MSSW program. In Policy II you will learn about methods for current policy analysis and evaluation, and you will have the opportunity to analyze in-depth a policy of interest to you (e.g., a specific bill passed by the most recent Texas legislature).

II. Course Objectives

1. Understanding of the dominant *historical themes that have shaped the social welfare policy debates(s)* which is essential for the development of a useful policy orientation toward contemporary issues;
2. Understanding of the *economic constraints and opportunities* in the development of social welfare programs;
3. Understanding of the interrelationships between the *social work profession* and the institutional setting within which it developed;
4. Familiarity with the changes in the nature of *social problems* as well as changes in *knowledge and understanding* of the factors causing these problems;
5. Knowledge and perspectives on the *basic structure*; laws, and parameters of current social welfare institutions

6. Knowledge of the issues relating to the *policy arenas* of income maintenance, health, mental health, and social services for *vulnerable populations*;
7. Knowledge of the ways social policies *differentially affect* majority groups, women, and ethnic minorities, and;
8. Knowledge of the *roles and responsibilities of social workers* in the policy process.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through discussions, videos, small group work, and lectures. In general, each meeting will include a combination of formal presentation of material, exercises, illustrative videos, and work in small groups. Students will be responsible for materials presented through all these activities. Assigned readings are for the week in which they are listed and students should have done the readings and be prepared to discuss them in class. Not all readings will be reviewed by the instructor in class. Videos will be used as tools for addressing key concepts in the course, and information in the videos will be included in the exam. The videos are not available for individual student viewing, and thus can only be viewed when presented in class.

IV. Required Course Readings

My plan for the course:

Three books and a selected set of readings are used in this class. We begin the semester by obtaining a framework for understanding the evolution of social welfare policy--the guidelines for the network of services organized in this society to meet human needs. We then examine the trends in social welfare across major historical eras by simultaneously looking at three different interpretations of the history, by Axinn & Levin, Patterson, and Trattner. As Heffernan (1992, p. 129) points out, "there is never one history of social policy." Each provides valuable insights. At the same time, we spend a great deal of time looking at the perspectives on societal problems held at different periods. Again, as Heffernan points out, "perceptions of the origins of a social problem are the fundamental determinants of conceptions of social solutions." That reality will become evident as we study. Finally, we close by conducting an overall analysis of the history as a whole. Interwoven throughout is the fascinating history of our profession. What did social work do in the face of great social problems during the different eras--how were we a part of the times? (And who were the influential men and women who form part of the heritage of our profession?) Because the past forms the foundation of the current social welfare structure, by understanding it, we as social workers will be better equipped to come up with solutions to current social problems.

Texts:

Axinn, June & Levin, Herman, Social welfare: a history of the American response to need, New York : Longman, 1992.

Patterson, James T., America's struggle against poverty, 1900-1994, Cambridge, Mass: Harvard University Press, 1994.

Trattner, Walter I., From poor law to welfare state: a history of social welfare in America, New York: Free Press, 1994.

Selected Readings:

Packet of Readings on reserve at the School of Social Work Learning Resource Center (1st floor of the School of Social Work).

Dorfman, Rachelle A. (ed.), Paradigms of clinical social work, New York: Brunner/Mazel, 1988.

Chapter 10, Clinical Social Work: The Development of a Discipline

Heffernan, W. Joseph, Social welfare policy: a research and action strategy, London: Longman, 1992.

Chapter 1, Histories of Policy

Popple, Phillip R., & Leighninger, Leslie, Social work, Social welfare, and American Society, Boston: Allyn & Bacon, 1993.

*Chapter 3, Social Work as a Profession
(section on "Social Work's Historical Development")*

Jansson, Bruce S. The reluctant welfare state: a history of American social welfare policies, Belmont, Calif.: Wadsworth, 1988.

Chapter 1, Social Reform in a Society with Conflicting Tendencies

Chapter 2, A Framework for Understanding the Evolution of the Reluctant Welfare State

Chapter 12, Reluctance Illustrated: Policy Uncertainty during the Clinton Administration

Chapter 13, Why has the American Welfare State Been Reluctant

Chapter 14, Policy Perspectives: Past, Present, & Future

V. Course Requirements

Class Assignments and Grading Policy

Exam 1	35%
Exam 2	35%
Collaborative Learning Exercises/ Weekly Synopses of Readings	<u>30%</u>
	100%

Examinations will involve critical analyses in the form of essays. The exams are not cumulative. Students are responsible for all the course content, including lectures, reading assignments, collaborative learning group assignments, and audiovisual materials.

Collaborative Learning Groups (CLG) Exercises & Required Weekly Synopses of the Readings (CLG Worksheets)

Classroom tasks will include collaborative learning groups (CLGs), in which students will have the opportunity to analyze the readings in small groups. In preparation for this task, students will be asked to prepare a synopsis of the readings on a weekly basis. The synopsis should briefly summarize and provide some reactions to the readings for each week. The synopsis, which I also refer to as take-home worksheet, will serve as an aid to conduct the group discussion. The worksheets should be 2 1/2 to 3 pages and does not need to be type-written, but must be legible. Each worksheet will be graded based on how well it reflects the reading of the assigned chapters.

Collaborative Learning Groups are based on preparing Take-home Worksheets/Synopses and participation in group discussions (including preparing some reflections in class based on the topic of discussion: In-class Individual Worksheets and In-class Group Worksheets. All Worksheets will be picked up.

Guidelines

- The synopsis should be written in the form of an essay and make explicit references to all the readings assigned for that week within the essay (rather than in the form of a list). For example, "According to Trattner's chapter on the New Deal (Ch. 7),..." The synopses should reflect critical thinking: that is, you should analyze, synthesize, evaluate, compare/contrast, and so on. Always stay grounded in the readings.
- Method of grading CLGs/Synopses:
100 = Participation in CLG & Complete Synopsis/Reference to all the readings
60 = Participation in CLG & sketchy synopsis/lack of reference to all the readings
0 = Failure to participate in CLG **OR** to submit the Synopsis for that week
- The grade for each CLG is a **PACKAGE**: Take-home Worksheet/Synopsis AND In-class participation.
- You cannot get partial credit, synopses will not be accepted late, and there are no make-ups for CLGs/Synopses.
- The overall grade for CLGs/Synopses will be based on the average of all the weekly class sessions (we will do CLGs/Synopses 13 class sessions: Sept 10-Dec 3).

Basically, participating in class discussion without bringing Take-home notes defeats the purpose of CLGs, as does turning in Take-home notes without coming to class. Lack of attendance is discouraged. However, in order to have some leeway for emergency absences, you may miss up to two CLGs (that is miss 2 classes OR 2 synopses) without penalty.

VI. Class Expectations

1. **Attend class regularly.**
Material covered on exams will be taken out of the textbook as well as out of in-class materials, such as lectures, videos, guest speakers, etc.
2. **Turn assignments in on the due dates.**

Late assignments will have three points per calendar day deducted from the final grade unless prior approval has been obtained from the instructor and/or a catastrophic event has occurred.

3. **Be present for the examinations.**
Exceptions are made only if special circumstances make this impossible and prior arrangements have been made with me.
4. **Follow the rules of scholastic honesty.**
Assignments or examinations which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. All assignments (papers, exams, etc.), except collaborative learning group exercise group worksheets, should be based on individual, not collaborative, work. Scholastic dishonesty, including plagiarism and cheating during examinations, constitutes scholastic dishonesty and will result in recommendation for dismissal from the University according to University guidelines.
5. **Request and use feedback.**
I will work with you throughout the semester and provide you with initial feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.
6. **Offer feedback.**
Student feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content, assignments, my expectations of you, or your expectations of the course, talk to me as soon as possible during the semester.
7. **Participate in class discussions and other in-class activities.**
This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students and guest speakers will be respected.
8. **Present written and oral presentations professionally.**
Grades will be lowered if assignments are not clearly states and have not been proofread and contain numerous grammatical, spelling, or punctuation errors.
9. **Maintain professional standards at your volunteer placement.**
Treat clients with dignity and respect and abide by confidentiality rules and the code of ethics of the National Association of Social Workers.
10. **Use APA Style for referencing.**
The *Publication Manual of the American Psychological Association* is the style manual to be used by all students. A handout on APA style will be distributed in class (and is available at the SWB Student Services Office). Appropriate referencing is required on all written assignments. Use quotation marks for short, direct quotes or indentations for longer, direct quotes with page numbers and appropriate citations to the author's work.

VII. Course Schedule

Assigned readings due on the date listed.

Week 1

Aug. 27

No class (No classes held Monday or Tuesday of this week--classes begin Aug 28.)

Week 2

Sept. 3

Overview of the course

Week 3

Sept. 10

A framework for understanding the historical development of social welfare policy in the United States

LRC Reserves:

Jansson, **Chapter 1, Social Reform in a Society with Conflicting Tendencies**
Chapter 2, A Framework for Understanding the Evolution of the Reluctant Welfare State

Heffernan, **Chapter 1, Histories of Policy**

Week 4

Sept. 17

1860-1900

*The Post-Civil War Period: The welfare of soldiers & veterans
(the period of scientific charity)*

Trattner, **Chapter 5, The Civil War and After--Scientific Charity**
Chapter 6, Child Welfare

Axinn, **Chapter 4, The Civil War and After: 1860-1900**

Week 5

Sept. 24

1900-1930

The Progressive Era & social reform (the period of the settlement house movement)

VIDEO: The Promised Land (The Great Migration), Vol. 1, Take Me to Chicago

Trattner, **Chapter 7, The Public Health Movement**

Patterson, **Chapter 1, [The Preventive Impulse] 1900-1930: Snapshots of the Poor**

Axinn, **Chapter 5, Progress and Reform: 1900-1930**

Week 6Oct. 1

1900-1930, continued

Trattner, **Chapter 8, The Settlement House Movement**
Chapter 10, Renaissance of Public Welfare
Chapter 12, Social Work and Welfare in the 1920s

Patterson, **Chapter 2, The Gospel of Prevention: Progressive Style**

Week 7Oct. 8

*1930-1960**The Depression & the New Deal*

VIDEO: The Great Depression, Vol. 3, New Deal, New York

Trattner, **Chapter 13, Depression and a New Deal**

Patterson, **Chapter 3, [Coping and Rehabilitation, 1930-1960] The Poor in the Depression**
Chapter 4, The Early Welfare State

Week 8Oct. 15

TRAINING On CRITICAL THINKING IN READING & WRITING
(in class): Learning Skills Center

1930-1960, continued

Patterson, **Chapter 5, Withering Away**

Axinn, **Chapter 6, The Depression and The New Deal: 1930-1940**

Week 9Oct. 22

EXAM 1 due*1960-1965**The Great Society & the War on Poverty*

VIDEO: The War on Poverty, Vol 1., In this Affluent Society

Patterson, **Chapter 6, [Doors to Opportunity, 1960-1965] The Rediscovery of Poverty**
Chapter 7, A Culture of Poverty?

Axinn, **Chapter 7, War and Prosperity: 1940-1970**

Week 10Oct. 29

*1960-1965, continued*Trattner, **Chapter 14, From World War to Great Society**
Chapter 9, The Mental Health MovementPatterson, **Chapter 8, Girding for War on Poverty**
Chapter 9, OEO: A Hand Up, Not a Handout**Week 11**Nov. 5

*1965-1973**The expansion of social welfare*Trattner, **Chapter 15, A Transitional Era**Patterson, **Chapter 10, [The Unsung Revolution, 1965-1973] The Revolution in Social Welfare**
Chapter 11, The Welfare Explosion
Chapter 12, Floors and Doors**Week 12**Nov. 12

*1980-1990**The era of welfare reform***VIDEO: Poverty, Welfare, and America's Families**Trattner, **Chapter 16, War on the Welfare State**Patterson, **Chapter 13, [Reactions: 1980-1994] Stalemate**
Chapter 14, Regression in the Early 1980sAxinn, **Chapter 8, Economic Stagnation and Social Retreat: 1970-1990**

Week 13
Nov. 19

*The parallel historical development of the social work profession reconsidered:
Responding to the demands of social problems across key periods of social welfare policy
transformations*

**GUEST EXPERT, David Austin, Professor of Social Work, University of Texas:
"The History of the Profession of Social Work"**

Trattner, **Chapter 11, *The Quest for Professionalization***

LRC Reserves:

Popple, **Chapter 3, *Social Work as a Profession [section on "Social Work's
Historical Development"]***

Dorfman, **Chapter 10, *Clinical Social Work: The Development of a Discipline***

Week 14
Nov. 26

Concluding analysis of the history of social welfare in the U.S.

Jansson, **Chapter 13, *Why has the American Welfare State Been Reluctant*
Chapter 14, *Policy Perspectives: Past, Present, & Future***

Week 15
Dec. 3

EXAM 2 due

*1990-1996
Clinton & the end of entitlement*

**GUEST EXPERT, Patrick Bresette, Center for Public Policy Priorities:
"The 1996 Social Welfare Reform Legislation"**

Trattner, **Chapter 17, *Toward a New Domestic Order***

Patterson, **Chapter 15, *Welfare Reform: No Consensus***

LRC Reserves:

Jansson, **Chapter 12, *Reluctance Illustrated: Policy Uncertainty during the Clinton
Administration***

Bibliography

Required Readings

See Section IV for a complete list.

Supplemental Readings (Optional)

Abramovitz, Mimi,
Regulating the lives of women: social welfare policy from colonial times to the present,
Boston, Mass: South End Press, 1988.

Danziger, Sheldon, & Gottschalk, Peter,
America unequal,
Cambridge, Mass.: Harvard University Press, 1995.

Day, P. J.
A new history of social welfare,
Englewood, NJ: Prentice Hall, 1989.

Gensler, Howard
The American welfare system : origins, structure, and effects,
Westport, Conn.: Praeger, 1996.

Katz, Michael B.,
In the shadow of the poorhouse : a social history of welfare in America,
New York: Basic Books, 1986.

Katz, Michael B.,
The undeserving poor : from the war on poverty to the war on welfare
New York : Pantheon Books, 1990.

Olasky, Marvin N.
Renewing American compassion,
New York: Free Press, 1996.

Simon, Barbara Levy,
The empowerment tradition in American social work : a history,
New York: Columbia University Press, 1994.

Skocpol, Theda,
Protecting soldiers and Mothers,
Cambridge, Mass: Belknap Press, 1992.

Skocpol, Theda,
Social policy in the United States : future possibilities in historical perspective,
Princeton, N.J.: Princeton University Press, 1995.

Stroup, Herbert Hewitt,
Social welfare pioneers,
Chicago: Nelson-Hall, 1986.

SW 381-L Weekly Reading Assignments at a Glance

Week	Topic	Trattner	Patterson	Axinn & Levin	LRC Reserves
[1] Aug 28	No classes on Tuesday this week				
[2] Sept 3	Overview of the course				
[3] Sept 10	<i>A framework for understanding the historical development of social welfare policy</i>				Jan-1,2 Heff-10
[4] Sept 17	1860-1900 <i>The welfare of soldiers & veterans</i>	5, 6		4	
[5] Sept 24	1900-1930 <i>The Progressive Era & social reform</i>	7	1	5	
[6] Oct 1	<i>continued</i>	8, 10, 12	2		
[7] Oct 8	1930-1960 <i>The Depression & the New Deal</i>	13	3, 4		
[8] Oct 15	<i>continued</i>		5	6	
[9] Oct 22	1960-1965 <i>The Great Society & the War on Poverty</i>		6, 7	7	
[10] Oct 29	<i>continued</i>	14, 9	8, 9		
[11] Nov 5	1965-1973 <i>The expansion of social welfare</i>	15	10, 11, 12		
[12] Nov 12	1980-1990 <i>The era of welfare reform</i>	16	13, 14	8	
[13] Nov 19	<i>The parallel historical development of the social work profession reconsidered</i>	11			Popp-3 Dorf-1
[14] Nov 26	<i>Concluding analysis of the history of social welfare in the U.S.</i>				Jan-13, 14
[15] Dec 3	1990-1996 <i>Clinton & the end of entitlement</i>	17	15		Jan-12

Abbreviations for LRC reserves: Dorf=Dorfman, Popp=Popple, Heff=Heffernan, Jan=Jansson.