



School of Social Work

**Conception, Scope, and History of
Social Welfare in the United States**
WP 700

Fall 2016

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COURSE DESCRIPTION

WP700 is the first of two semesters of required social welfare policy content in the Foundation year of the BUSSW program. The course is intended to familiarize students with the development and content of social policies in the United States, the values and ideologies that have helped generate them, and the place of social work in the social policy process, both historically and today.

There are multiple sections of the course taught by instructors each using this common syllabus. The classroom format combines lectures, discussions, and small group exercises. The size of the individual sections is designed to facilitate student participation, which is actively encouraged by all instructors.

WP 700 (“Conceptions, Scope, and History of Social Policy”) and WP 701 (“Social Policy Analysis”) serve as prerequisites to Advanced courses students will later take (one such course required; others available as electives). These advanced courses investigate particular social problems, vulnerable populations, or policy settings, and they build on the content of WP 700 and WP 701.

THIS COURSE SUPPORTS THE ATTAINMENT OF COMPETENCY IN:

Competency 1: Ethical and Professional Behavior

Competency 2: Diversity and Difference in Practice

Competency 3: Human Rights and Social, Economic and Environmental Justice

Competency 4: Practice-Informed Research and Research-Informed Practice

Competency 5: Policy Practice

Competency 6: Engage with Individuals, Groups, Organizations and Communities

Competency 7: Assess Individuals, Groups, Organizations and Communities

Competency 8: Intervene with Individuals, Groups, Organizations and Communities

Competency 9: Evaluate Practice with Individuals, Groups, Organizations and Communities



Specific assignments in this course will assess your attainment of this competency.

Information about the specific competencies and related practice behaviors addressed in this course and your other MSW courses can be found at
<http://www.bu.edu/ssw/students/current/competency-map/>

COURSE OBJECTIVES

By the end of the course, students will be able:

1. To gain an awareness and appreciation of the social, political, and economic contexts in which social welfare policy is made and carried out;
2. To better understand controversy about the appropriate roles in promoting social welfare of individuals and families, the community, government, and the private sector;
3. To understand and assess the impact of public policies on vulnerable populations in America;
4. To review the scope and components of the social welfare policy system in the United States;
5. To identify historical trends and patterns that have shaped social welfare policies, with particular attention to urban America;
6. To gain better understanding of the role of the economy and of economic policy in determining social welfare;
7. To discuss the role of social work in the development of social welfare policy and the effect of social welfare policies on the practice of social work;
8. To analyze competing ideologies -- conservative, liberal, radical -- and their view of the role and function of social welfare policy.

TEXT & READINGS

Required:

Campbell, A. L. (2014). *Trapped in America's safety net: One family's struggle*. Chicago: University of Chicago Press.

Rosenberg, C. (1982). *The cholera years*. Chicago: University of Chicago Press.

Russell, J. (2015). *Double standard: Social policy in Europe and the United States* (3rd ed.) Lanham, MD.: Rowman and Littlefield.

All other readings are available on-line through Mugar eReserve or on instructors' Blackboard site.

COURSE OUTLINE

SESSION ONE: INTRODUCTION TO SOCIAL WELFARE POLICY

Topics:

1. Introduction to social problems and social policy
2. Sectors of responsibility for individual and social welfare
3. The unique place of government in addressing social problems

Brouillette, R. (3/31/2016). Why Therapists Should Talk Politics. New York Times

SESSION TWO: CONCEPTUAL FRAMEWORKS AND THE SOCIAL WELFARE SYSTEM

Topics:

1. Locating social problems: The individual, society, and places in between
2. Approaches to social welfare: behavioral, residual, institutional, and egalitarian populism
3. Matching purpose and population in American social policy

Readings:

Marmor, T., Mashaw, J., & Harvey, P. (1990). America's opportunity-insurance state. In *America's misunderstood welfare state: Persistent myths, enduring realities* (pp. 22-52). Canada: Basic Books.

Ryan, W. (1971). The art of savage discovery: How to blame the victim. In *Blaming the victim*, (pp. 3-29). New York: Vintage.

Hacker, J. (2008). Risking it all (Chapter 2). In *The great risk shift*. New York: Oxford.

Irwin, N. (March 31, 2016). With 'gigs' instead of jobs, workers bear new burdens. New York Times.

http://www.nytimes.com/2016/03/31/upshot/contractors-and-temps-accounted-for-all-of-the-growth-in-employment-in-the-last-decade.html?_r=0

Part II: THE MAJOR POLICIES: DESIGN, INTENT, AND ISSUES

SESSION THREE: The Public Assistance Policies

Topics:

1. Bases for welfare: private charity and public assistance
2. Public assistance and local administration
3. Public assistance and income-related programs
 - a. Temporary Assistance for Needy Families
 - b. Supplemental Security Income
 - c. Medicaid/SCHIP
 - d. Earned Income Tax Credit
 - e. Supplemental Nutrition Assistance Program

Readings:

Campbell, A. L. (2014). *Trapped in America's safety net: One family's struggle*. Chicago: University of Chicago Press.

Hersznehorn, D.M. (June 14, 2016). The debatable premise underlying Paul Ryan's antipoverty plan. New York Times.
http://www.nytimes.com/2016/06/15/us/politics/paul-ryan-republicans-poverty.html?ref=politics&_r=0

Also review program descriptions of TANF, SSI, SNAP, at the Center for Budget and Policy Priorities <http://www.cbpp.org>
and for Medicaid at Kaiser Family Foundation <http://kff.org/medicaid/>

SESSION FOUR: The social insurance policies

Topics:

1. Social insurance and the risks of industrial society
2. Social insurance and national administration

3. Social insurance programs

- a. Old Age, Survivors, and Disability Insurance
- b. Unemployment Insurance
- c. Medicare

4. Tax expenditures: deductions, exclusions, exemptions, deductions

Readings:

Center for Budget and Policy Priorities. (2012). Policy basics: Top ten facts about Social Security. Retrieved from <http://www.cbpp.org/research/policy-basics-top-ten-facts-about-social-security>.

Diverse Elders Coalition. (2012). Securing our future: Advancing economic security for diverse elders. Retrieved from http://www.diverseelders.org/wp-content/uploads/2012/07/Diverse_Elders_2012.pdf

Slivinski, S. (2007). The corporate welfare state: How the federal government subsidizes U.S. business, *Policy Analysis* No. 592, 1-11. Retrieved from, <http://www.cato.org/publications/policy-analysis/corporate-welfare-state-how-federal-government-subsidizes-us-businesses>

Lind, D. (2015). 9 charts that explain taxes in America. Retrieved from, <http://www.vox.com/2015/4/15/8421721/taxes-charts>

Also review information about Federal Tax Expenditures and Tax Exemptions, Deductions and Credits at <http://www.cbpp.org> and for Medicare at Kaiser Family Foundation <http://kff.org/medicare/>

Optional: More detailed information about Social Security is available: Edwards, K.A., Turner, A., & Hertel-Fernandez, A. (2012). A young person's guide to Social Security. Economic Policy Institute and the National Academy of Social Insurance. Retrieved from http://www.epi.org/files/2012/Young_Persons_Guide_to_Social_Security.pdf

SESSION FIVE: THE EUROPEAN INHERITANCE AND THE AMERICAN EXPERIENCE PRIOR TO THE CIVIL WAR

Topics:

1. The Medieval Tradition
2. Elizabethan Poor Laws
3. Early capitalism and welfare
4. Colonial and Post-Colonial America

Website: The Elizabethan Poor Laws
(<http://www.victorianweb.org/history/poorlaw/elizpl.html>)

Readings:

Russell, J.C. (2015). Chapter 2: The social worldview of medieval Christianity as prologue.

Russell, J.C. (2015). Chapter 3: Secular transitions and assumptions.

Williams, H. V. (1944). Benjamin Franklin and the poor laws. *Social Service Review*, 15, 77-91.

Chapin, R. (2014). The historical context: Basic concepts and early influences (Chapter 2). *In Social policy for effective practice: A strengths approach, 3rd edition* (pp. 29-65). New York: Routledge.

SESSION SIX: ISSUES AND ATTITUDES IN LATE 19TH CENTURY AMERICA

Topics:

1. Urbanization and industrialization
2. Laissez-faire: Horatio Alger and the robber barons
3. The Cholera Epidemics of 1832 and 1866
 - a. The origins of disease and the epidemiology of cholera
 - b. The place of medicine and public health
 - c. The expectations of government
 - d. Contemporary analogs

Readings:

Rosenberg, C. (1982). Sections 1 & 3: The Cholera Years, 1832 and 1866.

Downs, S.W., & Sherraden, M.W. (1983). The orphan asylum in the nineteenth century. *Social Service Review*, 57, 2, 272-290.

SESSION SEVEN: THE PROGRESSIVE ERA

Topics:

1. From Social Darwinism to Progressive Humanitarianism
 - a. Reform movement:
 - b. Progressive Era Reforms
 - c. The Limits of Progressive Reforms
2. The Emergence of Social Work
 - a. The Charity Organization Movement
 - b. The Settlement House Movement
 - c. The micro/macro tensions in early social work

Website: Hull House (<http://hullhouse.uic.edu/hull/urbanexp/>)

Readings:

Fleming, D. (1963). Social Darwinism. In A. Schlesinger & M. White (Eds.), *Paths of American thought* (pp.123-146). Houghton Mifflin.

Addams, J. (1910). The first days at Hull House. In *Twenty years at Hull-House* (pp.89-112). New York: MacMillan Co.

Bobo, L.D. (2000). Reclaiming a Du Boisian perspective on racial attitudes. *The Annals of American Academy*, 568,186-202.

SESSION EIGHT: THE NEW DEAL

Topics:

1. The boom and bust of the 1920s
2. The Great Depression: Hoover and Roosevelt responses
3. The principles of the Social Security Act: A break from the past

3. Public assistance, social insurance, and the gendered welfare state

Website: The Living New Deal (<https://livingnewdeal.org/>)

Readings:

Gordon, L. (1992). Social insurance and public assistance: The influence of gender in welfare thought in the United States, 1890-1935. *The American Historical Review*, 97(1), 19-54.

Katznelson, I. (2005). Welfare in black and white (Chapter 2). In *When affirmative action was white*. New York: WW Norton.

Russell, J.C. (2015). Chapter 6: The Origins of Social Policy in Europe and the United States.

SESSION NINE: FROM APATHY TO HOPE TO RESENTMENT

Topics:

1. The 1950s: poverty and the affluent society
2. New Frontier and the Great Society
3. Civil rights and community action
4. Loss of confidence: Vietnam, Watergate, the oil embargo

Readings:

Covert, B. (May 16, 2016). Make America great again for the people it was great for already. New York Times.
http://mobile.nytimes.com/2016/05/16/opinion/campaign-stops/make-america-great-again-for-the-people-it-was-great-for-already.html?_r=0&referrer=https://www.google.com/

Ehrenreich, J. (1985). A house divided: The second crisis in social work, 1960-1980. In *Altruistic imagination: A history of social work and social policy in the United States* (pp. 187-208). Ithaca, NY: Cornell University Press.

Parenti, M. (1970). Power and pluralism: A view from the bottom. *Journal of Politics*, 32(3): 501-530.

Graham, H.D. (1996). Richard Nixon and civil rights: Explaining an enigma. *Presidential Studies Quarterly*, 26, 1, 93-106.

Hudson, R. (2014). POV: LBJ's War on Poverty 50 Years Later.
<http://www.bu.edu/today/2014/pov-war-on-poverty-50-years-later/>

Shribman, D., & Rice, J.R. (2016). How Nixon targeted the Trump electorate.
Boston Globe. <https://www.bostonglobe.com/ideas/2016/05/14/how-nixon-targeted-trump-electorate/xcudleFzF5aAmmH338P1OJ/story.html>

SESSION TEN: CONSERVATISM AND CONSOLIDATION

Topics:

1. Conservative Resurgence and the Reagan Administration
2. Clinton as Centrist Democrat: Pitfalls and Possibilities
3. Bush II: The Crest of Conservatism?

Readings:

Beland, D., & Waddan, A. (2007). Conservative ideas and social policy in the United States, *Social Policy Administration*, 41(7), 768-786.

Cochran, C., & Malone, E. (1999). Economic theory as a basis of public policy (Chapter 5). *Public Policy: Perspectives and Choices*. New York: McGraw-Hill.

Geva, D. (2011). Not just maternalism: Marriage and fatherhood in American welfare policy. *Social Politics*, 18, 1, 24-51.

O'Connor, J. (1998). U.S. social welfare policy: The Reagan record and legacy. *Journal of Social Policy*, 27, 1, 37-61.

SESSION ELEVEN: BARACK OBAMA AND CONTEMPORARY POLICY ENVIRONMENT

Topics:

1. Contrasting views of the Obama presidency
2. Tea Party politics

3. Washington gridlock

Readings:

Desmond, M. (2012). Eviction and the reproduction of urban poverty. *American Journal of Sociology*, 118, 1, 88-133.

Frank, T. (March 30, 2016). The Blue State model: How the Democrats created a “Liberalism of the Rich”.

Harvey, P. (2012). Learning from the New Deal. *Review of Black Political Economy*, 39, 87-105.

Jacobs, L.W. and King, D.S. (2010). Varieties of Obamaism: Structure, agency, and the Obama presidency. *Perspectives on Politics*, 8, 3, 793-802

Porter, E. (November 17, 2015). Electing to ignore the poorest of the poor. New York Times.
<http://www.nytimes.com/2015/11/18/business/economy/electing-to-ignore-the-poorest-of-the-poor.html>

Porter, E. (October 27, 2015). The Republican Party’s strategy to ignore poverty. New York Times.
<http://www.nytimes.com/2015/10/28/business/economy/a-strategy-to-ignore-poverty.html>

SESSION TWELVE: VALUES AND IDEOLOGY IN RELATION TO SOCIAL WELFARE – INTERNATIONAL AND REGIONAL COMPARISONS

Topics:

1. Order and conflict/Pluralism and ruling elites/inequality and cohesion
2. Economics and ideologies
3. International and regional comparisons

Readings:

Russell, J.C. (2015). Chapters 4, 5, 7, 8.

Byrne, T. and Culhane, D. (2011). Right to housing: An effective means for addressing Homelessness, The Edward V. Sparer Symposium Issue: Partnering against Poverty: Examining Cross-Disciplinary Approaches to Public Interest Lawyering. *University of Pennsylvania Journal of Law and Social Change*, 14, 379-390.

SESSION THIRTEEN: SOCIAL PROBLEM/POLICY TASK FORCE PREPARATION

Topics:

1. Introduction to policy practice
2. Task force purpose and process explained
3. Selection of task force topics

Readings:

Beimers, D. (2015). NASW involvement in legislative advocacy. *Journal of Policy Practice*, 14, 3-4, 256-274.

Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work*, 38, 2, 179-188.

SESSION FOURTEEN: THE FUTURE OF AMERICAN SOCIAL WELFARE

ASSIGNMENTS

In addition to the readings identified above, students will have several required learning activities throughout the semester that address the listed competencies, the course objectives, and the session content. This includes review of historical websites of the various policy eras. This election year, students will also be required to engage in learning that includes: watching debates, reading opinion pages, watching political discussion shows, researching previous presidential elections, etc. Instructors will identify specific schedules for these activities.

The two principal assignments in WP 700 are a mid-term and a final examination. While individual instructors may structure their exams differently, each will hold students responsible for the following competencies:

Competency 2: Diversity and Difference in Practice

Competency 3: Human Rights and Social, Economic and Environmental Justice

Competency 5: Policy Practice

Key content for these assignments include:

COURSE GRADING CRITERIA

The course grade will be based on command of course material and of the competencies above as demonstrated through responses to written examinations, quality of in-class participation, and involvement in other exercises which individual instructors may organize.

COURSE POLICIES

Attendance:

Students are expected to attend all class sessions and to inform the instructor in advance of any absences. Failure to attend class sessions is likely to have a negative effect on your course grade.

Academic honesty:

Papers and presentations in the School of Social Work must meet standards of academic honesty and integrity, avoiding any possibility of plagiarism or other forms of academic misconduct. For specific information about the BUSSW policy regarding academic misconduct, see *Student Handbook: Ways & Means* (http://www.bu.edu/ssw/current/stud_hb/index.shtml).

Writing style and references:

Students are expected to follow the editorial and reference standards set out in the *Publication Manual of the American Psychological Association* (2010). This manual is available at the Mugar Library reference desk. A helpful *BUSSW APA Style Guide* can be found at <http://www.bu.edu/ssw/current/academic/index.shtml>.

Students with disabilities:

If you have a disability and want to request reasonable accommodation, the University requires that you consult with Boston University's Office of Disability Services for information regarding this process (<http://www.bu.edu/disability/>).

Academic writing assistance:

If you would like academic writing assistance, information can be found at <http://www.bu.edu/ssw/current/academic/assistance/index.shtml> or contact the BUSSW Office of Student Services.

Electronic devices in the classroom:

Computers may be used to support the learning activities in the classroom, with permission of your instructor. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are "on call" and have cleared this with the instructor prior to class. Under such circumstances, please put your phone on vibrate, sit close to a door, and step out of the room to take the call.

Religious holidays:

The school, in scheduling classes on religious holiday, intends that students observing those holidays be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for canceled classes to be reschedule

Course Materials

Each course has a [Blackboard Learn](http://learn.bu.edu) (learn.bu.edu) site. Instructors post the course syllabus, announcements, handouts, and any other pertinent information on the course blackboard site. In addition instructors often compile a collection of articles to supplement readings from textbooks. These readings are available electronically at the Boston University Mugar Library or the course [Blackboard Learn](http://learn.bu.edu) site. To access the supplemental readings, students must be registered for the course, have their log in name and Kerberos password.

Accessing Supplemental Course Readings via Mugar Library:

The new library catalog offers a variety of ways to find but here is the easiest way to find what you need: Go to the main Boston University Library webpage: <http://www.bu.edu/library/>. In the center of the page is the Search box. At the right of the box is a white spy-glass on a blue field. Double clicking on the spy-glass will take you to the **Advanced Search** box. Just above that box are two tabs: **Library Resources** and **Course Reserves**. After clicking on **Course Reserves**, type your course number into the box and hit Return. This will take you to the list of all materials on Reserve for this course number.

To refine your search, click on the “**Sorted by**” tab near the top right of the page. Choose either author or title, whichever is easiest for you. Scroll through the list until you come to the needed resource, then click on the item’s blue **View It** tab. This should offer you, in blue, a link to **View Full Text**. Clicking on this link takes you to the Kerberos log in page; log in, and the resource file will open for your viewing.

Please note that articles for the following courses are listed under the SSW Department Chair rather than your course instructor:
HB720 – Spencer; HB735 – Moore; WP700 & WP701 - Collins; SR743 & SR744 – Bachman; MP759 – Delgado; SP741- Ruth; CP759, CP770, CP771 & CP772 – Amodeo.

Some Search Tips

“View It” vs. “Get It”

Because this system is new, and changes are being made to it weekly, you may come across a handful of online resources which instead of having a **View It** link, will have one that says **Get It**. In this case, click on the **More Information** option, which is next to the **Get It** link. In the box that opens is a smaller box entitled **Links**, and within that box is the actual **Link to Resource** line. Clicking that will take you to the requested resource.

Unable to locate a reading

Try a different search parameter: if you’ve searched by title, instead use the author. Try using the “Library Resources” tab rather than the “Reserves” tab. Be sure you’re searching the **reading’s** title, rather than that of the original source. That is, search for the title of the chapter or article, not the title of the original book or journal. The same is true for authors – be sure to use the name of the author of the specific reading you need, rather than that of the editor or author of the monograph or journal from which the reading came.