COURSE PURPOSE

This course traces the history of social welfare policy in the United States and its relationship to the development of the social work profession. It analyzes the values and assumptions that form the foundation of existing welfare programs and institutions and explores the social, economic, political and cultural contexts in which they have evolved.

The course examines the development of cash assistance and social service programs in light of the enduring legacy of poverty, racism, sexism, and other forms of oppression. The view of “outsiders” in U.S. society, such as low-income persons, people of color, LGBT people, and people with disabilities among others, allows us to gain perspective on the source of conflict and consensus in American history, which augments material about institutional racism learned in SWRK 603 and content about behavioral responses learned in SWRK 602. The course also traces the roles that social workers have played in the formulation and implementation of social welfare policy—as well as their role in promoting social movements opposed to existing policy—and links these historical examples to contemporary policy practice.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Understand the basic concepts of social welfare, social policy, and social work and their relationships to one another and apply them at both the level of individual agencies and public policy.
- Assess the social, political, economic, and cultural issues involved in the development of social policy, social services, and social work and their relationship to social movements to broaden the rights of all citizens and residents.
- Understand the roles of the public and voluntary sectors of social services and their historical development.
- Develop introductory skills in the use of quantitative and historical data relevant to social policy analysis.
- Apply concepts of social justice to analyze social programs.
• Understand the impact of social policies, programs, and services on different populations, especially women, people of color, LGBT people, children, the aged, people with disabilities, and persons with low incomes.

• Explain current ideas about the profession’s values and ethics and their historical development, including a social worker’s responsibility to promote institutional and social change.

SWRK 601 is part of the foundation curriculum of Penn’s MSW program. It seeks to help students achieve competency in a number of areas of professional practice.

REQUIRED TEXT (available at the Penn bookstore)


Additional required readings are online through the University’s Canvas site (https://canvas.upenn.edu). EACH SECTION HAS ITS OWN SITE. In order to use this site, you will need your PennKey and password. Use the MODULES link on the Canvas menu for ALL aspects of Iversen’s section of the course.

Students are also required to read a daily newspaper (e.g., New York Times, Philadelphia Inquirer, Philadelphia Daily News, Washington Post) or an online news service for stories on social welfare and social policy. Two students per week will contribute 1 news piece each that is relevant to the week’s readings and facilitate a short discussion with the class about the piece (Maximum 5” per student).

I will periodically distribute additional handouts and articles for discussion purposes.

CLASS PARTICIPATION

You are expected to come to every class on time and fully prepared to discuss the material assigned for the week. That is, you should have completed all assigned readings and be ready to discuss the readings. Attendance will be taken at the start of each class.

GRADING POLICY

Assignments will all be graded on conceptual clarity, responsiveness to the assignment, use and appropriate citation and reference of the literature. Assignments must be complete to be graded. That is, sections may not be skipped or omitted. All assignments are due on the specified date by 11:59 pm. All assignments must be completed to receive a final grade for the course.
Please consult the MSW Student Handbook (https://www.sp2.upenn.edu/resources/masters-student-handbook/) for details about grading policy.

STUDENT CONDUCT

Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at

https://catalog.upenn.edu/pennbook/code-of-academic-integrity/

IMPROVE YOUR WRITING

Writing is an essential professional skill for social workers. Even the best writers always have room for improvement. In some cases, instructors may suggest that students seek help with their writing; in other cases, students might decide on their own that professional help is in order.

The Marks Family Writing Center (http://writing.upenn.edu/critical/graduate_students/help_with_your_writing.php) has a variety of services for those who would like help with their writing. The School also offers writing workshops.

COURSE ASSIGNMENTS (Specific directions for Iversen section)

There will be one data assignment (#1), a midterm assignment (#2), one historical analysis assignment (#3), and a final assignment (#4), plus a class participation grade. The specific tasks and due dates are listed below.

Submit ALL assignments to me IN A WORD DOCUMENT via EMAIL (riversen@sp2.upenn.edu). I will grade them and return it to you with comments via email. DO NOT SEND IN EITHER PDF OR GOOGLE DOC FORMATS.

General information for ALL assignments:

1. Put your name, assignment #, date, and page number in automatic header.
2. Use 12' type/ Double space (unless directed differently)
3. All assignments are due by 11:59pm on the day and date specified
4. Email all assignments to me using WORD document format. DO NOT use Googledoc or pdf format. Send in WORD only. DO NOT send assignments through Canvas (ignore any prompts to do so).
5. Use APA Style Guide for citations & references (https://guides.library.upenn.edu/apasp2

Assignment #1
Philadelphia’s Social Ecology - **Due Sunday September 16** (15% of grade)

Week 2 (Tuesday Sept. 4) Iversen’s section will meet in Van Pelt Library (Goldstein 114) at 12-noon-sharp for an introduction to Policy Map and Social Explorer. The first written assignment will build on this by asking you to create a map of a Philadelphia neighborhood, taking a walk through that neighborhood and writing a paper that summarizes your impressions and questions about the neighborhood.

A. Choose a neighborhood. Identify a section of the city that interests you.

B. Use Policymap (Library persistent link: [http://hdl.library.upenn.edu/1017/76970](http://hdl.library.upenn.edu/1017/76970)) or Social Explorer (Persistent URL: [http://hdl.library.upenn.edu/1017/28547](http://hdl.library.upenn.edu/1017/28547)) to create maps of three characteristics of the area (and its surrounding neighborhoods).

C. Schedule some time (perhaps with a friend or classmate) to walk around the neighborhood.

D. Write a 3-5 page (750-1,250 word) paper with the following structure:

   **Introduction:** Summarize what you did (your method) and your findings

   **Map analysis:**
   - What characteristics did you investigate? Why did you see them as important or significant?
   - Was your neighborhood homogeneous or diverse on those characteristics? (For example, was it all of the same ethnicity or income group or did it include greater diversity).
   - How does the neighborhood compare to those surrounding it and to the city as a whole?

   **Walking tour analysis**
   - What did you learn about the neighborhood during your walk?
   - Is the operation of power and privilege visible as you walk through the neighborhood?
   - What did you learn that was consistent with your map analysis? What did you learn that was inconsistent?

   **Conclusion:** How might social conditions in the neighborhood influence a social worker’s practice or “policy practice”?
Here’s an example of a map prepared using Social Explorer. It shows “per capita income,” that is average income for each individual in a census tract, from the 2009-13 American Community Survey. Notice how well-off Center City is compared to both Point Breeze in South Philadelphia and the area around Penn. Because students are often classified as poor (have you looked at your checking account balance recently?), the data around campuses is often a bit misleading.

This map was produced using PolicyMap. It shows a classification of housing markets for the same area.

Assignment #2

Midterm Agency Assignment—Due Sunday Oct. 7 (20% of course grade)

Option 1—Required for ALL students with field placements

One lesson of the history of social welfare is that policy decisions have legacies; past decisions about social welfare continue to influence current decisions and behavior. This process of policy feedback is visible in national and state policies, but also influences how individual organizations and agencies function.
The purpose of this assignment is to better understand the legacy of certain ideas and how they might influence the functioning of your field placement agencies. Specifically, we want to focus on four ideas and institutional arrangements:

- **The idea of the deserving and undeserving poor**: Are different population groups—based on either their demographic group membership or personal characteristics—identified for different treatment, either by the agency or by the laws and policy governing the agency’s practice?

- **Universal versus selective programs**: Are different programs or policies of the agency defined by the income or assets of clients? (Review Stern & Axinn, Week 3 reading for this)

- **The role of different levels of government** (federal, state, local) in administering a social program: How do different levels of government influence the agency’s funding or the rules and regulations governing its actions? Is the agency a governmental, nonprofit, or for-profit entity? How might this affect its funding or regulatory environment?

- **How could one assess the adequacy of the agency’s programs?** Consider two elements of adequacy. *Horizontal* adequacy assesses whether a program covers all persons who could benefit from the program. *Vertical* adequacy assesses if the program provides sufficient resources to address clients’ issues. The point here is not to judge the adequacy, but rather to think about the types of evidence and data one would need to make such an assessment.

Write a 5-7 page paper that uses these concepts as lenses through which to analyze the functioning of your agency. Make sure to define the concepts and their connection to social welfare history. Explain whether the concepts are relevant for your agency and, if they are, how they influence its functioning. If your agency’s staff includes professionals other than social workers, discuss how you see the similarities and differences in the way social workers and other professionals operate in the agency. Finally, discuss how the concepts might influence your agency’s quality of services and social justice outcomes.

The sources for this paper can be varied. Your observations during your time in the agency, agency documents and reports, conversations with your supervisor and other agency staff all may provide information relevant for your paper.

**Option 2 (for students without field placements)**

Choose a major social program that reflects the legacy of the concepts listed under Option 1. Discuss how the concepts apply to the program and
how they affect the program’s effectiveness and social justice outcomes (4-5 pages).

Assignment #3

Historical Source Analysis—Due Sunday Nov. 4 (20% of course grade)

Choose one of the following options:

Option 1: Document

Study one of the following documents found in Stern and Axinn's Social Welfare:

- Florence Kelley, “The Family and the Woman’s Wage” (1909) (pp.144-146)
- Federal Emergency Relief Administration, Monthly Report, Letter of Transmittal (1933) (pp. 188-195)
- Supreme Court, In re Gault. (1967) (pp. 246-250)
- Richard Nixon, Message on reform in welfare (1969) (pp. 277-284)

Option 2: Historical photo

Identify an historical photo relevant to social work or social welfare. Among the possible sources are:

- Library of Congress photo collection
- Philly History photo archive
- Remembering the 1911 Triangle Shirtwaist Fire
- Teaching the History of the Philadelphia Welfare Rights Organization: Supplemental Materials (Historical Society of Pennsylvania)
- The Arthur and Elizabeth Schlesinger Library on the History of Women in America

These are just examples. There are hundreds of possible sources.

Write a paper (4-6 pages), which addresses the following questions:

- What is the major theme of the document or photo?
- How does the photo or document relate to social welfare thought during the period it was written or photographed?
- Were there social and economic trends that were relevant to the document or photo? Does the document/photo tell us anything about how the life-course was organized at the time and how it is different from contemporary society? Were there social and economic realities that the author ignored?
What does the document or photo tell us about the development of the social work profession at that time? What issues of professional ethics are raised in the document or photo? Does the document or photo reflect an issue that continues to be relevant for the profession?

Use quotes from the document (or description about aspects in the photo) to support your position and assertions in the paper.

Assignment #4

Final Paper – Due Sunday Dec. 2 (30% of grade)

The goal of the final assignment is to demonstrate achievement of some of the objectives of the course (see above). You should also consider the following practice behaviors that are related to the core competencies of the MSW program: 1) Understand that policy affects service delivery and that MSWs actively engage in policy practice; 2) 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; 3) Analyze, formulate, and advocate for policies that advance social well-being; and 4) Collaborate with colleagues and clients for effective policy action.

Write a 5-7 page paper on a social welfare or social work history topic that you find interesting or puzzling. Papers should demonstrate your knowledge of assigned readings and also should include 3-5 scholarly sources beyond assigned readings. Examples of topics include: the struggle over family preservation, shifting policies on juvenile justice, the relationship of dependency and public assistance, economic security of older Americans, the social welfare of recent or earlier immigrants, but many other topics are possible.

Class Participation (15% of course grade)

Students will be evaluated on the quality of their participation in class discussions, including their use of critical thinking, ability to apply concepts from assigned reading, and demonstrated ability to listen and respond to other members of the class. Class participation grade also includes attendance and news issue presentations and discussions.
WEEKLY SCHEDULE AND READING ASSIGNMENTS
***BRING THE WEEK’S READINGS TO CLASS EVERY WEEK!!!***
READ IN THE ORDER ON THE SYLLABUS

(Week 1) August 28 — Introduction and Contemporary Social Welfare

Topics:
- Course objectives and requirements
- Connection between practice and policy
- Historical legacies in policy and the profession

Reading:

Constitution of the United States


(Week 2) September 4 -- Introduction to PolicyMap and Social Explorer

Iversen’s section - MEET IN GOLDSTEIN 114 (first floor in Van Pelt Library) at 12-Noon sharp for Instruction about Policy Map and Social Explorer.

Reading:


Powelton-Mantua and Anderson, 2018

Archaeology – Urban Crisis Map. 2017

Black Bottom Neighborhood (Wikipedia)


(Week 3) September 11 — Defining the Domain of Social Welfare

NOTE: SECOND DAY OF ROSH HASHANAH ENDS AT SUNSET ON SEPTEMBER 11

Topics:
- Poverty: definitions, patterns, and trends
- Definitions of social welfare and distributive justice
- Character of U.S. welfare programs
- Politics in the formulation of social welfare policy

Readings:
- Stern & Axinn, Social welfare [read 1-8; skim 10-14; read 15-30; skim 14-32]
- Fox, L. (2017). The supplemental poverty measure: 2016. (Read 1-13; skim 14-32)


We will watch this in class:

Who’s dependent on welfare?

https://www.youtube.com/watch?v=-rtySUhuokM

***Assignment #1 Due Sunday Sept. 16

Philadelphia’s Social Ecology

(Week 4) September 18 — Need and Social Welfare before the Civil War

NOTE: YOM KIPPUR BEGINS AT SUNSET ON THE 18TH AND ENDS AT SUNSET ON THE 19TH

Topics:
- Legacy of the Elizabethan Poor Laws
- Forms of oppression and colonial welfare
• Rise of institutionalization

Readings:
Stern & Axinn. Social welfare, pp. 34-76. [skim 34-46; read 47-58; read documents 73-76]


Topics:
• Protecting children and preserving families? The historical dilemma
• “Privatization” of child welfare services in the 19th century

Readings:
  (1) The Case of “Little Mary Ellen” (1874) (pp. 185-189)
  (2) New York Society for the Prevention of Cruelty to Children (1874) (pp. 189-197)
Mandated Reporter – PA, 9-25-17
(Week 6) October 2 — The Civil War and Reconstruction

Topics:

- Racism and the limits of democracy
- Review definitions for agency assignment
- The origins of public welfare
- Video: Legacies of Change, Part 1 (to 17’)

Readings:

Stern & Axinn. Social welfare, pp.77-114. [skim 77-83; read 83-99; skim documents 106-114]


***Assignment #2 – Due Sunday Oct. 7***

Midterm Agency Assignment

(Week 7) October 9 — Progressivism

Topics:

- Progressive reform, industrialization, and urbanization
- Economic dislocation and public welfare
- Social movements

Readings:


Stern & Axinn. Social welfare (Social Movements Pages – one document with these pages: 100-105; 136-142; 181-187; 232-235; 269-275; 302-312). [[DOCUMENT TO COME]]
(Week 8) October 16 —Development of the Social Work Profession

Topics:
- Social welfare’s response to industrialization and urbanization
- From cause to function: the dilemma of professionalization
- The triumph of casework to the hegemony of “evidence-based practice”

Readings:
Stern & Axinn. Social welfare. (pp. 176-180)

(Week 9) October 23 —The New Deal and its Legacy

Topics:
- Political coalitions and the transformation of public policy
- How New Deal decisions still define our social welfare policies
- Social work’s role in political mobilization and policy formulation
- Legacies of Change video, Part 1 (17’ to end)

Readings:
(Week 10) October 30 — Post W.W. II, the Civil Rights Movement, and the War on Poverty

Topics:
- How (and why) African Americans were left out of the postwar welfare expansion
- Grassroots mobilization and political coalitions in the remaking of social welfare
- Can the government challenge the “establishment”? 
- Struggles over voting rights

Readings:
Stern & Axinn. Social welfare (read 205-232; 246-250; the document-In re Gault et al.)

***Assignment #3 Due Sunday Nov. 4

Historical Source Analysis

(Week 11) November 6 — Economic and Social Transformations, 1970-2000

Topics:
- Poverty discourse and policy influence
- Disability and welfare rights organizations
- Changes in work and family life
- Women: The Conservative Right and the Liberal Left

Readings:


(Week 12) November 13 — The Great Recession of 2008 and its Aftermath

Topics:
- “Markets” and “Tradition”: Why welfare is central to the conservative agenda
- “Families in the Middle” during the Great Recession
- How does one measure policy success?

Readings:

****NO TUESDAY CLASSES NOV. 20***

(Week 13) November 27 — Mass Imprisonment; Immigration; Globalization

- The international attack on the welfare state
- International migration and the national impact of immigration
- Race, class, and mass imprisonment

Readings:


***Assignment #4 Due Sunday Dec. 2 ***

Final Paper

(Week 14) December 4 — Conclusion

- Conversations about Final Paper Topics
### 2018- Poverty and Policy Websites for SW 601

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<td>Economic Mobility Project</td>
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