

HISTORY OF SOCIAL WELFARE POLICIES & PROGRAMS TO 1930's

21:910:341 – Semester, Year

Department of Social Work Rutgers University – Newark

<http://www.andromeda.rutgers.edu/~bswrun/>

Instructor:

Email:

Office:

Office Hours:

Office Telephone:

Class Location:

Class Times:

COURSE DESCRIPTION:

This course is for students who are interested in major social issues related to social welfare and how society developed responses to them. This course is a requirement for social work majors. The historical, economic, and theoretical foundations of American social welfare policies will be explored. The focus is on what has happened to the general and specific subsets of the population at different periods of time by exploring the history and development of American social welfare policies. This includes attitudes towards vulnerable populations, values, public and private programs and the profession of social work and its values from the **1600s through the Progressive Era and 1920s**. The interplay of values, traditions, politics, economics, and social changes that occurred in society and produced the responses to social needs and social problems will be examined. Ecological systems, problem solving and historical structural frameworks will be the basis of analysis. Particular attention will be given to developing the student's critical thinking abilities by exploring the role of social movements and the developing profession and values of social work in changing and impacting social policy and programs. Relevance for what is happening today will be explored.

COURSE PREREQUISITES:

The course is open to any student, but is required for social work majors. Successful completion of a writing course or competency exam is required. All students must have taken and passed English 101 and 102.

COURSE COMPETENCIES:

This course is designed for the student to gain further knowledge and competence in the following core social work competencies:

- **Competency 1: Demonstrate Ethical and Professional Behavior (CC1):**
 - Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (CC 1.1)
 - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (CC 1.2)
 - Demonstrate professional demeanor in behavior, appearance, and communication (CC 1.3)
- **Competency 2: Engage diversity and difference in practice (CC2)**
 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (CC 2.1)
 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (CC 2.3)
- **Competency 3: Advance human rights and social, economic, and environmental justice (CC3):**

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (CC 3.1)
- **Competency 4: Engage in practice-informed research and research-informed practice (CC4):**
 - Use practice experiences and theory to inform scientific inquiry and research (CC 4.1)
 - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (CC 4.2)
 - Use and translate research evidence to inform and improve practice, policy, and service delivery (CC 4.3)
- **Competency 5: Engage in policy practice (CC5)**
 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (CC 5.1)
 - Assess how social welfare and economic policies impact the delivery of and access to social services (CC 5.2)
 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (CC 5.3)
- **Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities (CC9)**
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (CC 9.2)
 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes (CC 9.3)

REQUIRED TEXTS:

None

REQUIRED READINGS:

Readings are on electronic reserve. The readings can be accessed using:

- 1) The “Course Readings” tab on the classroom blackboard site
- 2) The web address: http://www.libraries.rutgers.edu/course_reserves

You can search for the readings using the instructors’ last name, course name, or course number.

SUPPLEMENTAL RESOURCE MATERIALS:

Lenore T. Szuchman & Barbara Thomlison, **Writing With Style: APA Style For Social Work (4th Ed.)**, Brooks/Cole, CA, 2011, 2008

SPECIAL NEEDS:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at:

<https://ods.rutgers.edu/students/registration-form>. For more information, please contact Kate

Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

PSYCHOLOGICAL AND COUNSELING SERVICES:

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center (<http://www.counseling.newark.rutgers.edu>; 973/353-5805), which is located in Blumenthal Hall, room #101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

ACADEMIC INTEGRITY:

Students are expected to adhere to the University's Policy on Academic Honesty (see University Student Handbook - <http://studentconduct.rutgers.edu/university-code-of-student-conduct/> and SW Student Handbook - <http://www.ncas.rutgers.edu/socialwork>). Please pay special attention and follow proper protocol with regard to citations and documentation of reports.

Plagiarism/cheating is an issue taken seriously by the Department of Social Work for academic and professional reasons. If not resolved within the Department, issues of plagiarism/cheating will be reported to the Dean of Student Affairs Office and may be grounds for dismissal from the major and/or the college. **Written assignments will be submitted to SafeAssign to check for plagiarism.**

All written assignments must also include the Honor Pledge (worth 3% of the overall grade).

Student Rights: **Please review and familiarize yourself with the SW Student Handbook on Rutgers University Newark SW website.** Students are responsible for knowing the information therein, including student's rights, grievance process and dismissal from the program procedures.

STUDENT RIGHTS:

Please review and familiarize yourself with the SW Student Handbook on Rutgers University Newark Social Work Dept. website. Students are responsible for knowing the information therein, including student's rights, grievance process for grades and other concerns and dismissal from the program procedures. If you have a concern about a grade, instructor or issue related to your major, the university, start your inquiry within the Department first: instructor and then the Chair. Following protocol, chain of command is important in the university as well as most professional and social environments.

WRITING INTENSIVE:

As designated by the Rutgers-Newark Writing across the Curriculum Committee, this course has been selected as a “writing intensive course.” Therefore, students should be cognizant of the writing expectations for the course: substantial writing, multiple writing assignments, revisions of work, and receipt of critical feedback. These criteria are designed to improve students’ writing and their ability to convey their thoughts in a clear, coherent manner.

ACADEMIC COACHING: <http://www.ncas.rutgers.edu/rutgers-learning-center/academics>

You can receive academic coaching free of charge through the Learning Center. From their website:

“Academic coaching is a process in which a student wishing to improve their performance and an academic coach work in a one-on-one setting to develop learning skills. Together with the academic coach, the student examines their expectations, attitudes, beliefs, motivations, behaviors and external challenges to identify opportunities for improvement. The goal of coaching is to instill new perspectives and strategies that allow students to perform with more insight, efficiency and effectiveness. Areas for discussion include but are not limited to: note taking, time management, prioritization and study habits.” This includes help preparing for **public speaking** and **presentations**.

WRITING CENTER: <https://www.ncas.rutgers.edu/writingcenter>

From their website: “The Writing Center at Rutgers-Newark offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers, Newark campus. The Rutgers Biomedical and Health Sciences (RBHS) Writing Center offers these services to all RBHS undergraduate and graduate students. Tutors help students become more independent readers and writers capable of responding well to the demands of writing within the university. Tutoring is not a drop-off editing or proofreading service. Rather, tutoring is for students who want to strengthen their reading, writing, and research skills. In universities around the world, tutors and their students pursue academic excellence together. The Writing Center offers specific workshops to support students enrolled in composition courses, as well as those enrolled in Writing Intensive courses. Please come to the Writing Center for a workshop calendar or check our website.”

TEXTING, CELLPHONES, and INTERNET POLICY:

In today’s technologically oriented society, students are connected to their cell phones more than ever; however, **texting, checking Facebook accounts, checking your twitter account, etc. is not allowed in class.** Additionally, as part of showing respect to your colleagues in the class, please put all cell phones and other gadgets that make any kind of sound on either silent or vibrate before class starts. If students feel that they cannot be disconnected from their cell phones during class sessions, please feel free to handle your business outside.

THIS IS A PROFESSIONAL PROGRAM (NOT JUST AN ACADEMIC MAJOR):

A major objective in professional training is **managing time** and **behavior** in **social settings**

CLASS ATTENDANCE:

Attendance and participation are important aspects of this course. The assignments are based on the readings and one’s interpretation of the material and participation in class discussion allows for a deeper understanding of the topics. Consistent absences and/or tardiness hinder the learning process for you and your fellow students. Therefore, **attendance and participation are**

required. It is understandable that students might, for a number of reasons, occasionally be absent from class; however, please be aware of the following policies:

- 1) **4 to 7 absences will adversely impact your final grade, lowering it by one grade (i.e., a B+ will drop to a B; a B will drop to a C+, etc.).**
- 2) **8+ absences will result in a failing grade for the course**
- 3) **3 late arrivals or early departures will be counted as one absence; and,**
- 4) **Anyone missing 30 minutes or more of a class will be marked absent for that day.**

Attendance will be taken each class and it is your responsibility to sign-in, no exceptions.

CLASS PARTICIPATION:

Student participation is key to a lively class. Given that, students are encouraged to ask and answer questions, become involved in classroom discussions, and participate in group projects. **RESPECT** for one another regardless of whether you agree or believe in your classmates' stated opinions is the expected rule.

Approximately 5% of your final course grade is based on contributions to class discussions. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. It is important for students to contribute to class discussions.

Outstanding Participation (18-20 points): Contributions in class reflect thorough preparation. Ideas offered often, are substantive and provide one or more major insights as well as direction for the class. Information is well substantiated and persuasively presented.

Good Participation (16-17 points): Contributions in class reflect good preparation. Ideas are offered regularly, are often substantive, and provide generally useful insights. Information is fairly well substantiated and is sometimes persuasive.

Adequate Participation (14-15 points): Contributions in class reflect adequate preparation. Ideas are offered occasionally, are sometimes substantive but seldom offer a new direction for the discussion. Information is mostly substantiated.

Unsatisfactory Participation (1-13 points): Student says little or nothing in class and contributions reflect inadequate preparation. Comments offered are seldom substantive or constructive and provide few, if any, insights.

Assignment meets Core Competencies: 1, 2

BLACKBOARD COURSE MANAGEMENT SYSTEM:

This course utilizes Blackboard and in order to access Blackboard you must have an active university computer account on Pegasus or Andromeda. Once registered on Blackboard you may change from your account to the email address you use regularly but continue to check Blackboard daily for course announcements and syllabus updates. Given that all electronic correspondence for this class will be through Blackboard, **it is your responsibility** to keep your email account updated and accurate on Blackboard and to stay aware of any classroom postings and/or announcements. **All assignments are to be posted to Blackboard.**

BLACKBOARD DISCUSSION BOARD: Students should interact with each other and the instructor using the discussion board on Blackboard. Each week, a new forum will open for students to post comments and/or questions.

COURSE ASSIGNMENTS:

All assignments must be submitted via the “**Assignment**” link located on Blackboard on the scheduled due date and by the designated time. Assignments are to be **typed, double spaced and checked for clarity/conciseness of written thoughts, spelling, grammar, and sentence**

structure. Assignments not submitted on the due date and by the designated time will be reduced **three percent (3%) for each day the assignment is late (i.e., for a 50 point assignment, 1.5 points will be deducted per day it is late).** No assignments later than 2 weeks will be accepted.

THE JUNGLE PAPER:

Choose an **issue or social problem** and a **major or minor character** from The Jungle and write a **three (3) page paper (your coversheet and reference page are not included in the three pages)** addressing the following:

- Introduce your issue or social problem as it relates to your chosen character; **make sure to include a thesis statement (in other words – tell the reader what claim/argument you’ll be making in the paper and what the reader can expect from the rest of the paper),**
- Provide background information on your issue or social problem and chosen character,
- What impact did the issue/social problem have on chosen character,
- Expound on the moral compass of the time; highlighting the interplay of values, traditions, politics, economics, and/or social changes, and
- Include a paragraph stating the importance of your issue or social problem and its correlation to your chosen character to social workers.

The book can be accessed online at through a number of different websites, including the following:

- <http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=1085533>
- http://www.online-literature.com/upton_sinclair/jungle/
- **Amazon**

Papers must be submitted via the “Assignment” link locate on Blackboard on/or before 10:00 pm. Papers must be in APA format and are to be typed, double spaced, and checked for spelling, grammar, punctuation, and syntax.

Assignment meets Core Competencies: 2, 3, 5

POLICY RESEARCH PAPER:

Students will be required to write a 5 page **persuasive research paper** that **expands on a historical content area** (e.g., Black Suffrage, Immigration, Reconstruction/Reconstruction Amendments, The Poor Laws, Progressive Era policies, Women’s Suffrage Movements, Lesbian/Gay rights, Children’s rights, etc.) and **relates the historical struggle to current events.** The paper should be in APA format, and checked for spelling, grammar, punctuation, and syntax..

Assignment meets Core Competencies: 1, 2, 3, 4, 5.

Your policy research paper should include all of the following numbered/bolded questions (you do not need, and may not be able, to answer all the sub-points listed under each of the main sections - **use them as a guide**):

1) Thesis Statement: What is your thesis statement – what is your argument and what do you want your reader to understand when they are done reading the paper?

2) Social Problem/Issue: What is the social problem or social issue?

How did the problem become recognized or legitimized?

Who was affected by the problem and how?

Which groups defined or controlled the definition of the problem? Did this change over time?

Whose **values** and **interests** seemed to be significant?

What was the role of economics in the social problem?
How widespread was the problem?
What were the causes of the problem?
How important was this problem historically?

- 3) Policy / social response / social movement:** What was the policy / social response / social movement that affected the social problem?
When and how did the policy/social response/social movement originate (e.g., law, court decision, executive order, etc.).
Who advocated for, supported, the **policy / social response / social movement**?
Who opposed the **policy / social response / social movement**?
Why was the **policy / social response / social movement** created?
How was the **policy / social response / social movement** intended to work?
Who was covered by the **policy / social response / social movement** and what were the inclusion criteria?
What were the intended short and long-term goals and outcomes of the **policy / social response / social movement**?
Were there hidden agendas?
Did the **policy / social response / social movement** threaten fundamental social values?
Was the **policy / social response / social movement** compatible with the social/political/economic climate of the time?
What was the general public opinion toward the **policy / social response / social movement**?
Who benefited from the **policy / social response / social movement**?
Who (if anyone or any group) was 'hurt' by the **policy / social response / social movement**?
Did the **policy / social response / social movement** accomplish its goals?
Were there any negative consequences related to the **policy / social response / social movement**?
Were there alternative **policy / social response / social movement** that would have been preferable?
What role did social work play in the development of the **policy / social response / social movement**?

- 4) Current state of this historical social problem:** What is the current state of this historical social problem?
Does this social problem still exist?
What is different about the social problem today?
Is the population impacted by the social problem different?
What values underlie the social problem today? Are they different from the values of the past?
What are the current **policy / social responses / social movements** that are related to this social problem?

POLICY RESEARCH PAPER TIMETABLE:

Topic and Annotated Bibliography: Due via the "Assignment" link located on Blackboard on/or before 10:00 pm. 3-4 pages in APA format

- Choose a historical social issue/social problem that occurred prior to the 1930s
- Brief synopsis of social issue/problem and societal response (i.e., policy, social movement, etc.)
- Reason for choosing social issue/problem
- **Literature to be used - minimum of seven references NO WIKIPEDIA SOURCES**
 - **4 Academic journal articles**

- **2 Books**
- **1 Newspaper Article (either contemporary or historical)**
- Brief Summary of each reference. Include a 1-paragraph description of each reference
- References must be approved before being utilized in your final paper
- Internet sources **do not count towards the 7 required references.**

Thesis Paragraph and Paper Outline: Due via the “Assignment” link located on Blackboard on/or before 10:00 pm. 1page

- Do some critical thinking and write your thesis statement down in one sentence, underline your thesis statement.
- In the rest of the paragraph, indicate the social problem that you will be addressing, the population impacted, and the research question (in other words, what you hope to prove to the reader).
- Outline the sections of the paper and what topics will be covered under each section.

Individual Paper Topic Meeting: You are responsible for meeting with me at least 1 time to discuss your paper. This meeting should occur on or before Wednesday, November 15th. This meeting is worth 5pts).

Final Paper: Due via the “Assignment” link located on Blackboard on/or before 10:00 pm.

GROUP BOOK PRESENTATIONS:

Each student will be assigned a group (1-6) and each group will be responsible for presenting on designated chapters in “A Short History of Reconstruction,” “A Century of Struggle,” or readings on Social Work Pioneers on the assigned dates. Each group presentation will be 35 minutes (25 minutes for presentation and 10 minutes for questions/answers).

- **Group Presentation (25 points):**
 - Presentation Content:
 - Provide pertinent information from the chapters/readings
 - **Analyze** and **evaluate** the information as it relates to policy development, implementation, goals/objectives, and consequences. You should address the role of **Values, Economic Issues, the influence of power and power structures, the historical context, and impact of key stakeholders.**
 - Each group must submit their PowerPoint presentation and an outline indicating member roles and 1 to 2 questions for the class 1-day prior to the presentation
 - Each member must submit a Self-Assessment form the day of the presentation
- **Classroom participation (15 points):**
 - Each student must submit 2 questions about the readings to be used during the question/answer period
 - Students must submit the Group Assessment forms on the day of the presentation

Assignment meets Core Competencies: 1, 2, 3, 5

EXAMS:

There will be **three exams** (each worth 50 points) throughout the semester on the assigned readings and classroom discussion. The format will be multiple choice and short answer.

Assignment meets Core Competencies: 1, 2, 3, 5, 9

EXTRA CREDIT (up to 10 points):

You can **choose one of three** opportunities for extra credit

#1: **Tenement House Museum (NYC):**

- Visit the Tenement House Museum in New York City on your own; You should participate in one of three tours:
 - o **Hard Times** (Who can you turn to for help?):
See how life at 97 Orchard Street differed for a German-Jewish family in the 1870s and a Sicilian-Catholic family during the 1930s. As students explore the Gumpertz and Baldizzi apartments, they learn how families cope with hard times and who they can turn to for help.
 - o **Irish Outsiders** (What is it like to be an outsider?):
Experience the immigrant saga through the music of Irish America. Visit the 1869 home of the Moores, Irish immigrants coping with the death of a child and explore issues of discrimination, healthcare, and discrimination.
 - o **Sweatshop Workers** (How does your job affect your life?):
Visit the homes of two Jewish families who lived at 97 Orchard Street during the great wave of immigration. Learn about the jobs the Levine and Rogarshevsky families found in the garment industry and how work influences family's home, cultural traditions, and social lives.

Submit your ticket stub and a 1-page reaction paper about what you learned from your visit and how you see the museum as related to the topics in class.

#2: **Ellis Island National Park:** Visit Ellis Island and submit your ticket stub and a 1-page 'reaction' paper about what you learned from your visit and how you see the museum as related to the topics in class.

Submit your ticket stub and a 1-page reaction paper about what you learned from your visit and how you see the museum as related to the topics in class.

OR

#3: Write a 3-page reaction paper based on articles #4-5 regarding Social Constructionism. Cover the following points:

- I. What are the **perspectives** and the **primary arguments** of the author?
- II. What are the values related to Social Constructionism?
- III. How is the topic of Social Construction related to one of the topics we have discussed in class (be specific)?
- IV. How is the topic of Social Construction related to a current social welfare issue (be specific)?

ALL EXTRA CREDIT MUST BE COMPLETED BY December 6, 2017

MEANS OF EVALUATING STUDENTS:

Class Participation / Attendance	20 points (5%)
Group Presentations	40 points (10%)
Group Presentation (25pts)	
Group Assessment/Questions (15pts)	
The Jungle Paper	70 points (17.5%)
Policy Paper	120 points (30%)
Topic and Annotated Bibliography (20pts)	
Thesis Paragraph and Paper Outline (15pts)	
Individual Paper Topic Meeting (5pts)	
Final Paper (80pts)	
Exams	150 points (37.5%)
I-III (50pts each)	
Total	400 points

GRADING SCALE:

A	= 100% - 93%	(400-370 pts.)
B+	= 92 - 85%	(369-338 pts.)
B	= 84 - 79%	(337-314 pts.)
C+	= 78 - 75%	(313 - 298 pts.)
C	= 74 - 69%	(297 - 274 pts.)
D	= 68 - 60%	(273 - 238 pts.)
F	= 59% and below	(237 pts. or below)

Temporary (“T”) grades will only be considered under extreme circumstances and with the Instructor’s prior agreement. Discussion with the Instructor regarding any concerns related to the course and/or difficulties the student may be having is **encouraged** and should occur **early in the semester.**

SCHEDULE:

Week	Day	Date	Topic	Readings	Assignment
1			Class Introduction		
2			Social Problems/Welfare Core Values; “isms” & Discrimination	1	
			Foundational Institutions	2, 3	
3			Foundational Institutions		
			Social Construction Policy/Historical Analysis	4, 5	
4			Writing, Referencing, and Group Projects		
			Early Social Welfare Foundations	6-8	
5			EXAM I		
			Native Americans & Citizenship	9	
6			Film: Indian Boarding Schools		PP: Topic & Annotated Bibliography
			Native Americans (Continued) Slavery, Economics, & The Civil War	10-15	
7			Slavery, Economics, & The Civil War (cont)		
			Group Presentation: Reconstruction (Group 1): Labor/ The Freedman’s Bureau (Group 2): Jim Crow Laws	16-20	
8			Plessy v. Ferguson, Social Work Pioneers, & The Great Migration	21-22	
			Women’s Rights Movements	23	PP: Thesis Paragraph and Outline
9			Group Presentation: Woman’s Suffrage (Group 3: Ch. 4, 5, 10) (Group 4: Ch. 17, 21, 24)	24-30	
			Film: Triangle Shirtwaist Factory Fire		
10			EXAM II		
			Migration, Immigration, and Labor Film: Immigration in New York (excerpt)		
11			COS and Settlement Houses	31-33	Jungle Paper Due
			Group Presentation: SW Pioneers (Group 5: Jane Adams) (Group 6: Mary Richmond)	34-38	
12			TBD		PP: Deadline for Individual Meetings
			NO CLASS - Thanksgiving		
13			Child-Saving Movements	39	
			Film: Orphan Trains		
14			Child-Saving Movements (Continued)		
			Social Work Professionalization	40-43	Extra Credit Due
15			Progressive Era Achievements	44	Final Paper Due
			Class Wrap-up		
			EXAM III – 6:20-8:00pm		

COURSE READINGS:

Subject	# in Packet	Reference
Foundational Values	1	Day, P.J. (2006). Chapter 1 – Values in Social Welfare. In <i>A New History of Social Welfare</i> (6th Ed.) (pp. 1-29). Boston, MA: Allyn and Bacon.
Foundational Institutions	2	Day, P.J. (2006). Chapter 2 – The Institution of Social Welfare: An Overview. In <i>A New History of Social Welfare</i> (6th Ed.) (pp. 30-59). Boston, MA: Allyn and Bacon.
	3	Foucault, M. (1995). Docile bodies. In <i>Discipline and Punish: The Birth of the Prison</i> (pp. 135-169). New York, NY: Random House
Social Construction	4	Gergen, K. J. (2011). Social Construction: Revolution in the Making. In <i>An invitation to social construction</i> (2 nd Ed.) (pp. 1-30). Thousand Oaks, CA: SAGE Publications.
	5	Gergen, K. J. (2011). Social Construction in Question: Realism: “But there is a world out there!”. In <i>An invitation to social construction</i> (2 nd Ed.) (pp. 161-163). Thousand Oaks, CA: SAGE Publications.
Early Welfare Policies	6	Quigley, W. P. (1996). Five Hundred Years of English Poor Laws, 1349-1834: Regulating the Working and Nonworking Poor. <i>Akron L. Rev.</i> , 30, 73.
	7	The Workhouse. (2013, May 21). Elizabethan Poor Laws 1601. Retrieved from: http://www.workhouses.org.uk/poorlaws/1601act.shtml
	8	Day, P.J. (2006). Chapter 5 – Social welfare moves to the Americas. In <i>A New History of Social Welfare</i> (6th Ed.) (pp. 126-163). Boston, MA: Allyn and Bacon.
Native Americans	9	Miller, R. J. (2010). The History of Federal Indian Policies. Social Science Research Network. Retrieved from: http://ssrn.com/abstract=1573670 or http://dx.doi.org/10.2139/ssrn.1573670
Declaration of Independence, The U.S. Constitution, The Bill of Rights and Constitutional Amendments	10	The U.S. National Archives & Records Administration (NARA). (2013, January 22). The Declaration of Independence. Retrieved from: http://www.archives.gov/exhibits/charters/declaration_transcript.html
	11	The U.S. National Archives & Records Administration (NARA). (2013, January 22). U.S. Constitution. Retrieved from: http://www.archives.gov/exhibits/charters/constitution_transcript.html
	12	The U.S. National Archives & Records Administration (NARA). (2013, January 22). U.S. Constitution. Retrieved from: http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html
	13	The U.S. National Archives & Records Administration (NARA). (2013, January 22). U.S. Constitution. Retrieved from: http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html
Slavery, The Civil War, and Reconstruction	14	Foner, E. (2010). “I am Naturally Anti-Slavery”: Young Abraham Lincoln and Slavery. In <i>The Fiery Trial: Abraham Lincoln and American Slavery</i> (pp. 3-32). New York, NY: W. W. Norton & Company Ltd.
	15	Foner, E. (2010). “Every Drop of Blood”: The Meaning of the War. In <i>The Fiery Trial: Abraham Lincoln and American Slavery</i> (pp. 323-336). New York, NY: W. W. Norton & Company Ltd.
	16	Foner, E. (1990). Chapter 3: The Meaning of Freedom. In <i>A Short History of Reconstruction</i> (pp. 35-54). New York, NY: Harper & Row.
	17	Foner, E. (1990). Chapter 4: Ambiguities of Free Labor. In <i>A Short History of Reconstruction</i> (pp. 55-81). New York, NY: Harper & Row.
	18	Packard, J.M. (2002). Chapter 2: Slavery transformed into peonage, 1865-1896. In

		American Nightmare: The history of Jim Crow (pp. 39-79). New York, NY: St. Martins Griffin.
	19	Wormser, R. (2003). Chapter 3: New Roads Taken, 1880-1890. In <i>The Rise and Fall of Jim Crow</i> (pp. 43-62). New York, NY: St. Martins Griffin.
	20	Wormser, R. (2003). Chapter 4: "Jim Crow Comes to Town," 1890-1896. In <i>The Rise and Fall of Jim Crow</i> (pp. 63-78). New York, NY: St. Martins Griffin.
	21	Wilkerson, I. (2010). Part I – In the Land of the Forefathers. In <i>The Warmth of Other Suns: The Epic Story of America’s Great Migration</i> (pp. 1-16). New York, NY: Random House.
	22	Carlton-LaNey, I. (1999). African American social work pioneers' response to need. <i>Social Work</i> , 44(4), 311-321.
Women’s Movement	23	Welter, B. (1966). The Cult of True Womanhood: 1820-1860. <i>American Quarterly</i> , 18(2), 151-174.
	24	Flexner, E. & Fitzpatrick, E. (1996). Chapter 4 – The Beginnings of Reform. In <i>Century of Struggle: The woman’s rights movement in the United States</i> (pp. 57-65). Cambridge, MA: Harvard University Press.
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HONOR PLEDGE

The following Honor Pledge must be placed on every written assignment submitted (in-class and Blackboard submissions). Failure to do so will incur a **5% *grade deduction*** of the assignment.

Honor Pledge: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

Name: _____

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