



Study abroad.

SYLLABUS

COMPARING US AND UK SOCIAL WELFARE SYSTEMS

Instructor: Cheryl Mann, PhD

Contact Hrs: 40

Language of Instruction: English

LONDON, ENGLAND (NCSA)

COURSE DESCRIPTION

Since its passage in England in 1601 the Elizabethan Poor Law served as the foundation for United States Social Welfare policy for over 250 years. In this course we will examine current US approaches to delivering social welfare and compare them to those practiced in Britain. Students will participate in Field Trips to study service delivery for such issues as child welfare, senior services, health and behavioral health, housing and poverty.

COURSE OBJECTIVES

This course is designed to provide students with:

1. An understanding of the historical roots of social welfare policy in the US and the UK.
2. Comprehension of the social, political, and legal issues affecting social welfare service delivery.
3. Identification of the variety of human problems addressed by social welfare systems.
4. Institutional responses to social problems and social welfare need.
5. Recognition of the importance of multicultural considerations in delivery of social welfare.
6. Opportunities to observe the delivery of social welfare services in community based settings.

COURSE COMPETENCIES

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

1. Explain the relationship between US social welfare policy and its' historical roots in the Elizabethan Poor Law.
2. Describe a range of issues impacting the delivery of social welfare services.
3. Identify a variety of human problems addressed by social welfare systems.
4. Discuss the similarities and differences in service delivery by the public and private sectors.
5. Identify multicultural considerations in the delivery of social services.
6. Apply theory to analyze service delivery based on observed experience.

COURSE STRUCTURE AND EXCURSIONS

This course will incorporate lectures, group discussions and activities, guest lecturers working in the field, and audio-visual materials. Active participation in class discussion and activities is expected. Students will be expected to make Field Trips to policy making bodies and community-based organizations that deliver the social welfare services about

which we are studying. These will include such visits as the following: a guided tour of the Houses of Parliament and observation of one of their standing committees that investigate specific policy areas; a visit to Lambeth or Furzedown Senior Citizen Centers to learn about services for the aging; the Harrow Council in Northwest London, to learn about the wide array of health and social services they offer; a Council Estates or local Government Office to explore housing issues; Day Care Trust, the national childcare campaign; Toynbee Hall or another East End Settlement House, visiting Bethlem Royal Hospital and museum (the world's oldest psychiatric hospital), and, the Chemical Dependency Center. For this last agency we will visit their main office and Hope House, women's residential program in London, and will also visit their SHARP (Self help addiction recovery program) in Liverpool, requiring an overnight visit.

COURSE REQUIREMENTS AND ATTENDANCE

Attendance is critical in this course because it has an applied focus involving many experiential activities. All written assignments must be typed, double-spaced. Spelling, grammar, and composition will be considered in grading. If you have any difficulty during the course - in understanding the material, problems with writing, or other concerns - let me know. PLEASE, DON'T WAIT UNTIL THE END OF THE COURSE TO ASK FOR ASSISTANCE. Don't put off doing assignments because you are confused or having problems. Talk to me after class or make an appointment to meet with me if you are having difficulties with the course. My goal is to help you succeed in understanding the course content.

METHOD OF EVALUATION/GRADING

Student understanding of the course material will be evaluated by two examinations, a reaction paper relevant to each field trip or excursion, and a brief class presentation.

1. TESTS: There will be two examinations, each covering approximately half of the assigned course reading.
2. REACTION PAPERS: There will be five reaction papers following each field trips/excursion that will reflect your thoughts about topics/questions identified by the Professor and raised in the class. These are short, two to three page assignments and must include any references that you use.
3. PRESENTATIONS: Each student will be expected to make a class presentation that compares a social welfare issue from both an American and a British approach.

GRADING:

Course grades will be determined based on the following criteria:

Reaction Papers (3 @ 20 points each)	100 points
Tests (2 @ 50 points each)	100 points
Presentation	<u>50</u> points
	TOTAL 250 points

225 - 250 = A	200 - 224 = B
175 - 199 = C	150 - 174 = D
149 and below = F	

REQUIRED TEXT AND READINGS:

The text for the class will be: Axinn, June, and Stern, Mark (2005). *Social Welfare: A History of the American Response to Need*, Allyn and Bacon, (ISBN 0-205-38686-5).

Supplemental readings relevant to the current British social welfare system will be distributed in class. Additional Readings: Articles as assigned.

Recommended advance readings

Midwinter E., (1998). *The Development of Social Welfare in Britain*, (Buckingham, OUP).
Thane P, (1982) *The Foundation of the British Welfare State*, (Longman).

The following are not required readings but are resources to add to student knowledge base.

- Alcock, P. & May M. (eds.). (1999). *The Students Companion to Social Policy*, Blackwell.
- Bornat, J. et al, (eds) (1993) *Community Care*. Macmillan.
- Bradley, K. (2004), *Bringing People Together: Bede House, Bermondsey and Rotherhithe 1938 – 2003*.
- Brechin A., Walmsley J., Katz J. & Peace S., *Care Matters, Concepts, Practices and Research in Health and Social Care*, Sage, (1998).
- Brown, P. and Barnes, K. (2001). *Connecting Neighbors: The role of settlement houses in building social bonds within communities* University of Chicago
- Bryne, D. (1999). *Social Exclusion*, Open University Press.
- Clarke J., & Newman J., *The Managerial State: Power Politics and Ideology in the Remaking of Social Welfare*, (Sage), 1997.
- Cochrane, A. & Clarke, J. (1993) *Comparing Welfare States: Britain in International Context*, Sage.
- Cornwell, A., and Cornwell, V. (1993). *Drugs, Alcohol, and Mental Health*. Cambridge University Press.
- Ellison, N. & Pierson, C. (1998). *Developments in British Social Policy*. Macmillan.
- Engles, F. (1987). *The Condition of the Working Class in England*, Penguin.
- English J., (1998). *Social Services in Scotland*. (4th ed). The Mercat Press.
- George V. & Miller S. (1997). *Social Policy Towards 2000, Squaring the Welfare Circle*. Routledge.
- Glennester, H. (1991). *Paying for Welfare in the 1990's*. Harvester Wheatsheaf.
- Ham, C. (1999). *Health Policy in Britain*, (4th Ed). Macmillan Press.
- Harper, S. (2001). *The Subject of Madness: Insanity, Individuals and Society in Late-Medieval English Literature*. Cardiff: Mellen Press.
- Hill, M. (2000). *Understanding Social Policy*. (6th. Ed). Blackwell.
- Hogg, C. (1999). *Patients, Power and Politics*. Sage.
- Humphries, R. (1995). *Sin, Organized Charity and The Poor Law in Victorian England*. Macmillan.
- Mappett A. & Zembaty J.S. (1997) *Social Ethics, Morality and Social Policy*. (5th ed), McGraw-Hill,
- Midwinter E. (1998). *The Development of Social Welfare in Britain*. Buckingham, OUP.
- Nicholas D. (1997). *The Later Medieval City 1300-1500*. Longman Publ.
- Rimlinger, G. (1993). *Welfare Policy and Industrialisation in Europe, America and Russia*. NY Press.
- Sullivan, M. (1996). *The Development of The British Welfare State*, Prentice Hall/Harvester.