

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW516 – Social Welfare Policy and Services

Course Outline

Fall 2006

Instructor: Cynthia Rocha, Ph.D.

Office phone: 974-7513

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Class: Wednesday 3:35-6:35

Office Hrs: Wednesday 2:30-3:30,

Thursday 3:30-4:30

and by appointment

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Course Requirements:

A basic text has been selected and readings are listed in the bibliography. In addition to assigned articles, students are encouraged to read from the recommended selections and independently from the professional journals.

The course will include lectures, class discussions, and student presentations. Graded assignments will include a mid-term examination, a policy analysis paper, a policy brief, and a report on a public hearing or committee meeting. All written assignments should be double spaced and sources should be documented and referenced, using APA format. The final grade will be determined as follows:

policy analysis paper (30%);

mid-term exam (40%);

policy brief (20%);

policy hearing report (10%).

Grading Scale

A = 90-100

B+= 87-89

B= 80-86

C+= 77-79

C= 70-76

D+= 67-69

D= 60-66

F= <60

Criteria for the policy analysis, brief, and committee report are as follows:

Policy Analysis:

Your readings on policy analysis provide frameworks for analyzing policy. Use one of these frameworks to analyze your chosen policy. Use government documents, historical analyses and research articles to answer the following questions. You may do the policy analysis in pairs or small groups:

1. What policy will you analyze? Describe when the policy was enacted and at what level of government. (10pts.)

2. What social problem is the policy designed to alleviate? Provide appropriate Literature review of the problem addressed. Critically analyze the issues surrounding the problem. (20pts.)

3. Description of the Policy

What benefits or services are provided by the policy? (5pts.)

Who is eligible for the program? (5pts.)

How is the program financed? (5pts.)

How is the program administered? (5pts.)

Is the program: residual, institutional (5 pts.)

Selective, universal (5 pts.)

Public, private (5 pts.)

4. Analyze the program/policy using one of the frameworks provided in your readings as guides (25pts.)

Examples: Adequacy, equity, efficiency, political feasibility, legality, or economic feasibility.

Has the program alleviated the problem? Have there been intended or unintended consequences?

Make sure this section has an argument: what is your thesis or hypothesis, than provide information to back up your assertion.

5. APA style, page numbers, headings (10pts).

Policy Brief:

Chapter seven of Willard Richans A Lobbying for Social Change@ outlines the steps to take in creating a policy brief. Briefs may be done in pairs or small groups. Briefs will be graded as follows:

1. Why is there a need for change? You can base this on a short synopsis of your analysis. (20 pts.)

2. What is the proposed change? (10pts.)

3. How will the Proposed change meet the need? (10pts.)

4. Discuss the feasibility (economic/political) and any costs/benefits of the plan. (15pts.)

5. Rebuttal: What arguments will your opponents make against your plan? (20pts.)

6. How will you deal with the rebuttal? Address each point (20pts.)

7. APA style, page numbers, headings (5pts.)

Council/Committee/Public Hearing Report

Students must attend at least one public council/committee/hearing meeting in one of the following areas: City government, County government, Public Transportation, Metropolitan Planning Commission, School Board. Several students may attend the same meeting and can report together. But each student must write their own report.

Read the paper for a few weeks and find an issue that is currently being debated publicly. Attend the meeting in which your issue is on the agenda. Grades are as followed:

1. Provide newspaper article(s) that you have used to track the issue (10 pts.)

2. Provide notes from the meeting (20 pts.)

3. Your report should discuss the meeting in terms of the following:

-Who turned out? (10 pts.)

-Who spoke ? (who did they represent?) (10 pts.)

-your analysis of the issue (30 pts.)

Who is on what side of the issue (public vs administrative officials, etc?),

Is there public interest? How has the media influenced the debate?

What are the similarities and differences in the two or more sides?
How does the process, as it is set up, restrict or foster communication, participation and influence?
The newspaper article, notes from the meeting and report should be turned in to your instructor on the last day of class and a small 5-10 minute report given during class. (20 pts.)
Decide on the issue and check with me for topic approval.

Students will be expected to: (1) complete assigned readings for preparation for each class session; (2) attend and participate in class discussion/activities; and (3) complete all assignments.

Course Texts:

Required:

Karger & Stoesz (2006). American Social Welfare Policy (5th ed.) Allyn & Bacon Pub.

Optional:

Jansson, Bruce. (2003). Becoming an Effective Policy Advocate. (4th ed.) Belmont, CA: Wadsworth Press.

Additional Readings are available in library reserve, under both Rocha and Rogge, SW516.

Readings and Course Outline:

PART 1 - NATURE OF SOCIAL POLICY AND SOCIAL POLICY ANALYSIS AND PRACTICE

Class 1: 8/23 Course overview. Review syllabus, class assignments, required texts, assigned readings, academic integrity. Computer use exercise in library research.

Class 2: 8/30 Defining social welfare policy.
The Legislative Process.
The U.S. Political Economy

Readings:

Karger & Stoesz, Chapter one

Gil, D. Unraveling Social Policy, 5th Ed. (Cambridge: Schenkman Co.) Chapter 1. Reserve Reading.

Class 3: 9/6 Analyzing Social Welfare Policy.
Policy Description and analysis

Readings:

Karger & Stoesz (1998). Ch. 2, S.W. Policy Research: A Framework for Policy Analysis

Dinitto, D. Chapter 12. Implementing and Evaluating Social Welfare Policy: What Happens after a Law Has Passed?

Class 4: 9/13 Policy Practice and Policy Implementation
Affecting Change.

Richan, Chapter 7, Preparing the Case

Handout. - Introducing Legislation.

Jansson, Chapter 10, Developing Political Strategy

Jansson, Chapter 11, Putting Strategy into action.

PART II - HISTORICAL AND CURRENT CONTEXT IN WHICH SOCIAL POLICIES ARE DEVELOPED IN THE UNITED STATES

Class 5: 9/20 Historical Development of Social Welfare Policy and Services and the Relationship to the Social Work Profession.

History of Social Welfare Policy

Two Ideological roots: Institutional vs residual views of social welfare.

The Three Discoveries of Poverty.

Readings:

Chapters 3-5: Dolgoff, Feldstein & Skolnik, (2000). Understanding Social Welfare Policy:

Chapter 3. Social Values and Social Welfare: England from the middle ages onward,

Chapter 4. Social Values and Social Welfare: the American Experience,

Chapter 5. America, Poverty, Two Paths.

Class 6: 9/27 Issues of Discrimination and Oppression - historical and current trends in American Society.

Value Bases of Social Welfare

What is Poverty?

Handout: Income and Wealth inequality

Poverty and the inner city

The feminization of poverty and Family decline

The Working Poor

Readings:

Karger & Stoesz, Chapters 4 and 5.

Rocha, C. (1997). The Working Poor. Encyclopedia of social Work.

1997 Supplement.

Class 7: 10/4 Organization and Structure of American Social Welfare System

Social Policies and programs for senior and disabled citizens

Social Security (OASDI)

Supplemental Security Income (SSI)

Medicare

Handout: Americans With Disabilities Act

Reading:

Karger & Stoesz, Chapters 10 & 12, and pp. 282-283

Class 8: 10/11 Social Policies and programs for workers

Unemployment insurance

Workers Compensation

Family Leave Policy

Earned Income Credit

Handout: Affirmative Action

Readings:

Karger & Stoesz, Chapter 10

Chapter 7, Rank, M. Living on the Edge., Working

Class 9: 10/18 Social policies and programs for the poor
AFDC, Nutritional Programs: Food Stamps, WIC
Medicaid, Housing,

Handout: Welfare Myths

Readings:

Karger & Stoesz, 11, 16, 17

Sherraden, M. (1991) Assets and the Poor. Chapter 4, Federal Welfare Policy: Who Benefits?

Class 10: 10/25 **Exam**

PART III CURRENT POLICY ISSUES AND STRATEGIES FOR INFLUENCING POLICY

Class 11: 11/1 Ethics and values in the Policy Process

Underlying Assumptions of Social Policy

Readings:

Jansson, Chapter 2. Ethical Rationale for Policy Practice, pp. 34-50

Gil, David. Unraveling Social Policy, Chapter 9.

Hand out: NASW Code of Ethics

Class 12: 11/8 **Policy Analysis Papers Due**

Issues for policy change and current reforms.

Privatization

Corporate Welfare

Tax Policy

Income Inequality

Readings:

Karger & Stoesz, Chapters 7 and 9

Rocha & McCarter (2004), Strengthening Economic Justice in Social Work Education, *Arete*, 27 (2), 1-16

Class 13: 11/15 Social Trends Affecting Social Welfare

GLBT Population

Immigration

Aging Population

Readings:

Revisit Karger & Stoesz, Chapter 4: Discrimination

Padilla (1997). Immigrant Policy: Issues for Social Work Practice

Drachman, (1995). Immigration Statuses and their Influence on Service Provision, Access and Use.

Class 14: 11/22 Comparative Social Welfare Policy

The Case of Sweden and Norway

Readings:

Karger & Stoesz, Chpt. 18

Rosenthal, M.G. (1994). Single mothers in Sweden: work and welfare in the welfare state. *Social Work*, 39(3), 270-279.

Van Wormer, K. (1994)., A society without poverty - The Norwegian experience. *Social Work*, 39(3), 324-327.

Class 15: 11/29 **Council/Committee/Hearing Reports due**

Policy Briefs Due Friday 12/1, 5:00 p.m.

Supplemental Readings

- Abramovitz, M. (1996). *Under Attack, Fighting Back: Women and Welfare in the United States*. New York: Monthly Review Press.
- Addams, J. (1910). *Twenty Years at Hull House*. New York: Macmillian & Co.
- Anderson, G.F., & Hussey, P.S. (2001). Population aging: A comparison among industrialized countries. *Health Affairs*, May/June, 191-203.
- Beer, C. (1909). *A Mind That Found Itself*. New York: Longmans Green & Co.
- Danziger, S.K., & Danziger, S. (1995). Child poverty, public policy and welfare reform. *Children and Youth Services Review*, 17(1/2), 1-10.
- Department of Health and Human Services (2000). Status of Research on the Outcomes of Welfare reform. A Report to the Congressional Appropriations committees. Available [online] www.aspe.hhs.gov/hsp/welf-ref-outcomes00.
- Department of Health and Human Services (2002). Status Report on Research on the Outcomes of Welfare reform. A Report to the Congressional Appropriations committees. Available [online] www.aspe.hhs.gov/hsp/welf-ref-outcomes02.
- Edelhoch, M. (1999). Welfare reform in South Carolina: "Roughly right" social policy. *Social Policy (Spring)*.
- Elwood, D.T. (1996). Welfare reform as I knew it. *American Prospect*. May/June 1996.
- Gil, D. (1999). *Unraveling Social Policy*. Boston: Schenkman.
- Gilbert, N. and Terrell, P. (2005). *Dimensions of Social Welfare Policy*, 6th Ed., Englewood-Cliffs: Prentice-Hall.
- Harrington, M. (1985). *The Other America: Poverty in the United States*. New York: Longman Press.
- Kartz, M., Ed. (1993). *The Underclass Debate*. Princeton: Princeton University Press.
- Lens, V. (2002). TANF: What went wrong and what to do next. *Social Work*, 4 (3), 279-290.
- Murray, C. (1984). *Losing Ground*. New York: Basic Books.
- Nudelman, J. (2000). The impact of Job Training Partnership Act programs for adult welfare recipients. In B.S. Barnow and C.T. King (Eds.). *Improving the Odds: Increasing the Effectiveness of Publicly Funded Training*. Washington D.C.: The Urban Institute Press.
- Richmond, M. (1917). *Social Diagnosis*. New York: R. Sage Foundation.
- Rocha, C.J. (1997). The Working Poor. In Richard D. Edwards (Ed.). *Encyclopedia of Social Work, 19th Edition*, 1997 Supplement.

Rose, S. (2000). Reflections on empowerment-based practice. *Social Work*, 45(5), 403-412.

Schott, L., & Super, D. (1998). Food stamp sanctions for failure to meet conduct requirements in public assistance programs. *Center on Budget and Policy Priorities*. Washington, D.C.