

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Trace the history and trends of the economic and political system in the United States that affect how the U.S. welfare system is constructed. (Practice-F.1; Values/ethics-F. 1; Pops at-risk & SJ-F.2; Policy- F.1). *(content: define the political economy and the relationship with social welfare; identify the historic trends in economic theory and the changes in political ideology over time (e.g. supply side economics and neo-liberal/conservative movements); utilize information technology to analyze economic and political trends).*
2. Describe the political process in the United States, and how power, and influence prevent or promote social and economic justice within and across multicultural populations. (Policy-F.7; Pops at-risk & SJ- F.2, F.3; Practice-F.8; Diversity-F.6). *(content: how interest group politics influence the political process; understanding the political system; global hegemony, first and third world economic issues and immigration; structural inequality; distributive justice).*
3. Use social and economic justice as a basis for analyzing the effects of social, economic, and political trends and the resultant interactions between individual, families, groups, organizations and communities. (Values/ethics-F.1; Pops at-risk & SJ-F.4, F.5; Policy- F.1, F.7; CT/EBP-F.4). *(content: the influence of values of the dominant culture on societal choices in economic and political systems, and the profession; privilege; the differential effect on client systems, communities, and organizations of tax systems and benefits).*
4. Connect economic and political decisions to peoples' access to resources, locally, nationally, and internationally, and recognize the ethical dilemmas inherent in lacking resources. (Pops at-risk & SJ-F.3, F.4; Values/ethics-F.1, F.2, F.3, F.4).*(content: tax system; economic, distributive justice; disparities in health and welfare; devolution of resources and services; corporate welfare; poverty gap and income/wealth inequality; use information technology to analyze access to resources).*
5. Analyze and compare national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.(CT/EBP-F.3; Pops at-risk & SJ-F.3; Policy-F.7; Research-F.1). *(content: use existing national statistics to compare social welfare and access across states; use international comparative literature to assess differences across countries in social welfare policies and practices; use information technology to identify disparities in access to resources).*
6. Analyze client systems and the relationships of power among individuals, families, groups, organizations, communities and societies, using theories of empowerment, participatory change, conscientization, and social construction to understand the relationships of power and advantage in society. (Pops at-risk & SJ-F.3). *(content: theories of empowerment, social construction, popular education, and participatory change in the context of group/population membership; how groups attain powers).*

COURSE EXPECTATIONS and GRADING POLICY

1. Students are expected to participate fully in all online activities and in all classroom sessions.
2. Students are expected to read all assigned readings thoroughly before coming to class.
3. Students are expected to complete and submit assignments on time & in response to the questions of each assignment as provided and follow these criteria:
 - a) Use the *Publication Manual of the American Psychological Association* (5th edition) as a guide for format, citations, margins in assignments written outside the classroom (e.g., 12 fonts, double-spaced, 1" margins, and inclusive language). [does NOT apply to online Discussion Board entries].
 - b) Errors in spelling and grammar in a paper written outside of the classroom will result in reductions of ½ point for each error in the overall score for an assignment.
 - c) Written assignments are expected to be of graduate level quality; assignments that do not meet that criterion may be returned with an Incomplete grade and a 72-hour extension for final re-submission and grading.
 - d) An automatic 48 hour extension is allowed for submission of outside the classroom written papers/assignments (does NOT apply to online/Blackboard Discussion Board activities).
 1. The professor MUST be notified via a message on voicemail OR email AT LEAST 1 HOUR PRIOR TO THE DUE DATE & TIME of the assignment.

Course Total Points Achieved Grade Point Distribution

100 – 95	A
94 – 88	B+
87 – 82	B
81 – 76	C+
75 – 70	C
69 & Below	F

Required texts:

Ehrenreich, B. (2001). *Nickel and dimed: On (Not) getting by in America*. NY: Metropolitan

Books. [available local bookstores & UT bookstore]

Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. NY: Farrar,

Straus and Giroux. [paperback edition available local bookstores OR hardcover available online, amazon.com etc.]

Required Readings: *On electronic reserve at Hodges Library, UT-Knoxville,**

under SW 512: Egan (noted *** in outline below)

COURSE SESSIONS

August 27: In classroom

Discussion of the course outline, readings, assignments, & grading criteria

Introduction to course Blackboard site

Overview of the course:

Trends in the social, economic, and political environments and trends

Critical thinking

Video: *Affluenza*

Terms & concepts:

Consumerism	Devolution	Disparities	Globalization
Political economy	Supply side economics	Social welfare	

Required Reading:

Friedman, T. *The world is flat*, Chapter 1: "While I was sleeping," pages 3-12.

Course outline for SW 512

*** Karger, H., & Stoez, D. Chapter 1, pages 1-24. (2006). In *Social policy and the American welfare state*. Boston: Allyn & Bacon Publishers.

Recommended reading:

*** Friedman, T. "The new system," pages 1-16 (Chapter 1). In T. Friedman, *The lexus and the olive tree*. (2000). New York: First Anchor Books.

Sept. 3: Labor Day—Online

Critically analyzing the affects of SEP trends

Dominant values, privilege, and social and economic justice

Blackboard: Discussion Board #1

Terms & concepts:

Corporate welfare	Devolution	Disparity(ies)	Distributive justice
Dominant values	Economic justice	Federalism	Individual justice
Poverty gap	Privilege	Social justice	

Required Readings:

*** Collins, C. (2004). "Aid to dependent corporations." In M. L. Andersen, & P. H. Collins (Eds.), *Race, class, and gender: An anthology*, pp. 379-383, (5th edition). Belmont, CA: Wadsworth/Thomson.

*** Linhorst, D. (2002). Federalism and social justice: Implications for social work. *Social Work*, 47(3), 201-208.

*** Langston, D. (2004). "Tired of playing monopoly?" In M. L. Andersen, & P. H. Collins (Eds.), *Race, class, and gender: An anthology*, pp. 140-149. (5th edition). Belmont, CA: Wadsworth/Thomson.

Sept. 10: In classroom

The U. S. political process and system
 What is globalization? Global hegemony & global economic issues
 Structural inequality & social justice

Terms & concepts:

Conscientization	Distributive justice	Globalization	Hegemony
Influence	Neo-conservatism	Neo-liberalism	Political process
Power	Social justice	Structural inequality	

Required Readings:

Friedman, T. *The world is flat*, Chapter 2: "The new age of connectivity: When the web went around and Netscape went public," pages 59-76.
 *** Askeland, G., & Payne, M. (2006). Social work education's cultural hegemony. *International Social Work*, 49(6): 731-743.
 *** Rank, M., Yoon, H-S., & Hirschl, T. (2003). American poverty as a structural failing: Evidence and arguments. *Journal of Sociology and Social Welfare*, 30(3), 3-29.

Recommended readings:

*** Friedman, T. "...And the walls came tumbling down," pages 44-72 (Chapter 4). *The Lexus and the olive tree*. (2000). New York: First Anchor Books.
 *** Opatow, S. (2001). Reconciliation in times of impunity: Challenges for social justice, *Social Justice Research*, 14(2), 149-170.

Sept. 17: Online

Social & economic justice: Power and influence
 Special interest groups and political processes
 Dominant cultural values

Blackboard: Discussion Board #2**Terms & concepts:**

Distributive justice	Dominant values	Economic justice	Free market
Income/wealth inequalities/inequities		Individualism	Interest groups
Poverty gap	Power	Privilege	PRWORA
Self-determination	Social justice		

Required Readings:

*** McIntosh, P. (2004). "White privilege: Unpacking the invisible knapsack." In M. L. Andersen, & P. H. Collins (Eds.), *Race, class, and gender: An anthology*, pp. 103-108 (5th edition). Belmont, CA: Wadsworth/Thomson.
 *** Collins, C., & Veskel, F. (2004). "Economic apartheid in America." In M. L. Andersen, & P. H. Collins (Eds.), *Race, class, and gender: An anthology*, pp. 127-139 (5th edition), Belmont, CA: Wadsworth/Thomson.

***Reisch, M. (2000). Social workers and politics in the new century. *Social Work*, 45(4), 293-297.

Sept. 24: In classroom

Economic theories
Global economic issues, social and economic justice
Immigration trends

Video: *Is Wal-Mart good for America?*

Terms & concepts:

Capitalism	Economic justice	Free market	Immigration	In/out sourcing
Minimum wage	Power	Social justice	Supply side economics	

Required readings:

Friedman, *The world is flat*, Chapter 2, "Supply chaining," pages 151-167 (top)
& "Insourcing: What the guys in the brown shorts are really doing," pages 167-176 (top)

*** Lewis, M., & Widerquist, K. (2001). Chapter 1 "The economic perspective." In *Economics for social workers: The application of economic theory to social policy and the human services*. New York: Columbia University Press. University Electronic Library: **an e-book:** www.lib.utk.edu:90/cgi-bin/auth/connect.cgi?netlibrary=75536

*** Vidal de Haymes, M., & Kilty, K. (2007). Latino population growth, characteristics, and settlement trends: Implications for social work education in a dynamic political climate. *Journal of Social Work Education*, 43(1), 101-116.

Recommended readings:

*** Friedman, T. (2000). "Shapers, adapters and other new ways of thinking about power." *The Lexus and the olive tree*, pp. 194-211 (Chapter 10). New York: First Anchor Books.

*** Walton, M. (2004). Neoliberalism in Latin America: Good, bad, or incomplete? *Latin America Research Review*, 39, 165-183.

Oct. 1: Online

Blackboard: Discussion Board #3

Terms & concepts:

Conscientization	Empowerment	Participatory change	Poverty
Power relationships	Social construction		

Required Readings

Ehrenreich, B. (2001). *Nickel and dimed...* Selected chapters

*** Jennings, J., & Kushnick, L. (2004). "Poverty as race, power & wealth." In M. L. Andersen, & P. H. Collins, *Race, class, and gender: An anthology*, pp. 154-158 (5th edition). Belmont, CA: Wadsworth/Thomson.

Oct. 8: In classroom

Dominant societal values, structural inequality & access to resources
Immigration

Terms & concepts:

Access to resources	Consciousness raising/conscientization	Empowerment
Free trade	Immigration	Individualism
NAFTA	Poverty	Power
Privilege	Socio-economic class	Structural inequality

Paper #1 DUE 10/10/07 @ 10:00 a.m.; submit via Assignment Manager in our Blackboard course site [do NOT use the digital drop box]

Required readings:

Friedman, T. *The world is flat*, Chapter 5: "America and free trade: Is Ricardo still right?" pages 262-275.

Ehrenreich, B. (2001). *Nickel and dimed*...Selected chapters

*** Karger, H., & Stoez, D. Chapter 5, pages 111-123. (2006). In *Social policy and the American welfare state*. Boston: Allyn & Bacon Publishers.

Oct. 15: Online

Blackboard: Online Unit Quiz #1- Quiz is timed.

Oct. 22: In classroom

Participatory democracy and participatory change
Empowerment

Video: *Rage for Democracy*

Terms & concepts:

Ageism	Empowerment	Micro-enterprise	Participatory change
Participatory democracy		SEC	Social construction Untouchables

Required readings:

Friedman, T. *The world is flat*: Chapter 6: "The untouchables," pages 276-300 & Chapter 8: "The quiet crisis," pages 323-359.

*** Castelloe, P., Watson, T., & White, C. (2002). Participatory change: An integrative approach to community practice. *Journal of Community Practice*, 10(4), 7-31.

*** Ozawa, M., & Yoon, H-S. (2003). Gender differences in the economic well-being of nonaged adults in the United States. *Journal of Poverty*, 7(1/2): 97-122.

Recommended readings:

*** Kilty, K., & Vidal de Haymes, M. (2000). Racism, nativism, and exclusion: Public policy, immigration, and the Latino experience in the U. S. *Journal of Poverty*, 4(1/2), 1-25.

*** Martinson, M., & Minkler, M. (2006). Civic engagement and older adults: A critical perspective. *The Gerontologist*, 46(3), 318–324.

Oct. 29: Online

Democratization
Global initiatives
Empowerment

Blackboard: Discussion Board #4

Required readings:

Friedman, T. *The world is flat*, Chapter 5: "America and free trade: Is Ricardo still right?" pages 262-275.

*** Jurik, N., Cavender, G., & Cowgill, J. (2006). Searching for social capital in U. S. microenterprise development programs. *Journal of Sociology & Social Welfare*, 33(3), 151-170.

Terms & concepts:

Democratization Empowerment Micro-enterprise NAFTA FLA

Nov. 5: In classroom

Discussion: Blackboard: Discussion Group #5 activity
Tax systems & inequity
The impact of globalization

Terms & concepts:

Empowerment Immigration Interest groups Privilege
Social construction Social justice Structural inequality Tax incentives
Untouchables

Required Readings:

Friedman, T. *The world is flat*, Chapter 12: "The unflat world, " pages 457-504

& Chapter 13: "Globalization of the local," pages 504-514

*** Anner, J. (2004). "Having the tools at hand: Building successful multicultural social justice organizations." In M. L. Andersen, & P.H. Collins, *Race, class, and gender: An anthology*, pp. 542-552, (5th edition), Belmont, CA: Wadsworth/Thomson.

*** Karger, H., & Stoez, D. , pages 233-240. (2006). In *Social policy and the American welfare state*. Boston: Allyn & Bacon Publishers.

*** Kilty, K., & Vidal de Haymes, M. (2000). Racism, nativism, and exclusion: Public policy, immigration, and the Latino experience in the U. S. *Journal of Poverty*, 4(1/2), 1-25.

Recommended reading:

*** Walton, M. (2004). Neoliberalism in Latin America: Good, bad, or incomplete? *Latin America Research Review*, 39, 165-183

Nov. 12: Online**Blackboard: Discussion Board #5****Required Readings:**

*** Hondagneu-Sotelo, P. (2004). "Domestica." In M. L. Andersen, & P. H. Collins (Eds.) *Race, class, and gender: An anthology*, pp. 257-263 (5th edition), Belmont, CA: Wadsworth/Thomson.

Terms & concepts:

Disparity(ies) Uninsured/under-insured Under-employed Unemployed
Working poor

Nov. 19: In classroom

The influences of the SEP environment: Access to resources

Terms & concepts:

Access to resources Ageism Elder Interaction of gender, race & income
Participatory change Popular education Power
Poverty gap Tax incentives

Required readings:

Friedman, T. *The world is flat*, Chapter 14: "The Dell theory of conflict prevention," pages 515-530
*** Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice*, 8(1), 21-36.
*** Anderson, G., & Hussey, P. (2001). Population aging: A comparison among industrialized countries. *Health Affairs*, May/June, 191-203.

Recommended readings:

*** Collins, C. (2004). "Aid to dependent corporations." In M. L. Andersen, & P. H. Collins (Eds.), *Race, class, and gender: An anthology*, pp. 379-383, (5th edition). Belmont, CA: Wadsworth/Thomson.

Nov. 26: Online

Blackboard: Online Quiz #2-quiz is timed

Dec. 3: In classroom

Understanding social work values & ethical principles
Ethical dilemmas & diminishing resources
In-classroom small group activity (worth 5 points)

Paper #2 DUE Dec. 4, 2007 by 12:00 p.m.; submit through Assignment Manager, Blackboard course site. [do NOT use the digital dropbox]

Terms & concepts:

Advocacy Disparities Equity Ethical dilemmas Practice dilemmas

Required Readings:

- ***Reisch, M. (2000). Social workers and politics in the new century. *Social Work*, 45(4), 293-297.
- *** Furman, R., Langer, C., Sanchez, T., & Negi, N. (2007). A qualitative study of immigration policy and practice dilemmas for social work students. *Journal of Social Work Education*, 43(1).

Assignments, quizzes, & discussion board activity

In-class activity (12/3)	5 points
Paper #1	25 points
Paper #2	25 points
Quiz #1	15 points
Quiz #2	15 points
Blackboard Discussion Boards	<u>15 points</u>
Total points available	100 points

Details:

Blackboard Discussion Boards: #1, #2, #3, #4, & #5 = each worth 0 to 3 points: 0 point = very inadequate participation & content; 1 point = some participation, but without required, specific content; 2 points = adequate participation + required, specific content; 3 points = consistent participation + required, specific content + critical analysis of required, specified content.

Paper #1 a detailed description, questions, & criteria will be distributed in a timely fashion.

Paper #2 a detailed description, questions, & criteria will be distributed in a timely fashion.

Quiz #1 is comprised of 15 multi-response items concerning terms and concepts of the course from the beginning of the semester to the point in time of this quiz.

Quiz #2 is comprised of 15 multi-response items concerning terms and concepts of the course since Quiz #1.

Additional Resources**Commercial Films:**

Babel

Hotel Rwanda

Paradise Now

Syriana

Talk to Me

The Constant Gardener

The Last King of Scotland

Website sources:

DeNavas-Walt, C., Cleveland, R. (2003). *Income in the United States 2002. Current Population Reports* (P60-221). Washington, DC: U. S. Census Bureau. www.census.gov

Gerontological Society of America. (August 3, 2004). Press release: The

Gerontological Society of America announces initiative on civic engagement in an older America. www.geron.org/press/engagement.htm

International Association of Schools of Social Work (IASSW) (2004) 'Global Standards for Social Work Education and Training'. www.iassw-aiets.org/

International Federation of Social Workers (IFSW) (2000) 'International Federation of Social Workers: Definition of Social Work'. www.ifsw.org/Publications/4.6e.pub.html

League of United Latin American Citizens. (2003). *LULAC outlines a vision of America as Hispanic population grows*. www.LULAC.org.

Proctor, B., & Dalaker, J. (2003). *Poverty in the United States: 2002. Current population reports* (P60-222). Washington, DC: U. S. Census Bureau. www.census.gov

U. S. Department of Commerce, U. S. Census Bureau. (2003). *Hispanic population reaches all-time high of 38.8 million, new Census Bureau estimates show*. www.census.gov/Press-Release/www/2003/cb03-100.html

Print resources:

Calasanti, T., & Slevin, K. (2001). *Gender, social inequalities, and aging*. Walnut Creek, CA: Alta Mira Press.

Dell Carpini, M. X., & Keeter, S. (1998). *What Americans know about politics and why it matters*. New Haven, CT: Yale University Press.

Estes, C., Biggs, S., Phillipson, C. (2003). *Social theory, social policy, and ageing: A critical introduction*. London: Open University Press.

Jansson, B. (2003). *Becoming an effective policy advocate*. (4th ed.). Belmont, CA: Wadsworth Press.

- Karger, H., & Stoesz, D. (2006). *American social welfare policy*. (5th ed.) Boston: Allyn & Bacon Publishing.
- Kearney, M., & Beerra, B. (2004). Introduction to special issue: Migration and identities: A class-based approach. *Latin American Perspectives*, 31(5), 3-14.
- Lewis, M., & Widerquist, K. (2001). *Economics for social workers: The application of economic theory to social policy and human services*. New York: Columbia University Press.
- Morrow-Howell, N., Hinterlong, J., Rozario, P. A., Tang, F. (2003). Effects of volunteering on the well-being of older adults. *Journal of Gerontology: Social Sciences*, 58B, S137–S145.
- Opatow, S. (1990). Moral exclusion and injustice: An introduction. *Journal of Social Issues*, 46(1), 1-20.
- Rubin, L. B. (1994). *Families on the fault line: America's working class speaks about the family, the economy, race, and ethnicity*. NY: Harper & Collins.
- Sommerfeld, D., & Reisch, M. (2003). The "other America" after welfare reform: A view from the nonprofit sector. *Journal of Poverty*, 7(1/2), 69-95.
- Zolberg, A. R. (2006). *A nation by design. Immigration policy in fashioning America*. NY: Russell Sage Foundation Books.