

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

SW551 – Seminar in Social Welfare Policy: The Social Policy of North America

US: The University of Tennessee and University of South Florida

Canada: Universite de Montreal and University of Calgary

Mexico: Universidad Autonoma de Nuevo Leon and Universidad de Colima

Fall 2007

Instructor(s) Rodney A. Ellis, Ph.D., CMSW

Teaching participants

Teaching participants are members of the faculty at the partner universities listed at the top of the page. They are listed as teaching participants rather than instructors because they will not be present for every class session and activity. Instead, they will appear on the site periodically to handle specific sections of the course or to participate in specific activities. They are faculty and their comments and instructions should be given equal weight to those of the instructor(s).

Dr. Karen Sowers, Ph.D

Dr. William Rowe, D.S.W.

Dr. Jackie Sieppert, Ph.D.

Dr. Maria Elena Ramos Tovar, Ph.D.

Dra. Marie LaCroix, Ph.D.

Dra. Maria Theresa Quinto, Ph.D.

Code of Conduct:

It is the student's responsibility to have read the College of Social Work Ethical, Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook

(www.csw.utk.edu)

The Honor Statement:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics, 2004*).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 865-974-6087. This will ensure that you are properly registered for services.

Course Objectives

1. To prepare students for internship experiences and subsequent professional practice in and across the countries of North America. Students will be able to describe the policy creation and delivery systems of Canada, Mexico, and the United States, as well as the cultural factors that both influence and are influenced by that policy.
2. To equip students with the tools to engage in comparative policy analysis. Students will work in teams with students from other countries to prepare and present a policy analysis comparing selected areas of policy within the three partner countries.
3. To provide students with a more global perspective on social problems. Students will be able to identify 3 specific social problems in the three countries, contrast and compare both the problems and the attempted solutions between the countries, and propose solutions that the countries might attempt to use to address these problems collectively.
4. To help students develop a working knowledge of NAFTA and its differential effects across the participating countries. Students will be able to identify and describe the provisions of NAFTA and discuss its effects on the three countries including such concepts as the effects of power imbalance.
5. To enhance student competencies in the three primary languages of the three countries, particularly with terms related to social policy. Students will be able to accurately pronounce and define specific policy-related terms from all three countries.
6. To equip students with the basic knowledge and skill to effectively advocate for social justice as it relates to NAFTA. Students will be able to identify three specific areas of NAFTA or NAFTA-related policy which would benefit from advocacy and discuss advocacy strategies that might be effective.

Educational Methods

The course be taught online, and will make use of a broad variety of methods and techniques available through the website.

1. Weekly chapters prepared by the instructor group will be available on the website for students to read. Each chapter will be followed by worksheets that allow students to apply what they have learned in the readings. Both the chapter text and the worksheets will be available in English, Spanish, or French.
2. Slide shows will be available onsite to illustrate the structure of the government in each country and include photographs of governmental buildings and prominent politicians.
3. Links will lead from the course site to the pages of political parties and important special interest groups in each country.
4. Prerecorded sound bites will allow students to learn and practice some of the words and phrases from partner countries that are particularly relevant to government, social services, and

culture within those countries,

5. Mandatory participation in discussion boards will allow students to post questions and engage in discussions with faculty and students from all three countries.

6. Periodic chat sessions would be held on a virtual classroom or classroom, providing an opportunity for real-time interaction between class members and faculty. Guest faculty from the partner institutions will also appear in these classrooms to answer questions and provide information on chosen topics.

Required text(s) and readings

Weekly readings will be posted to the website.

Required activities

Students will be required to visit specific website and listen to identified sound bites. Although these will not be a part of the students' grades, they will be necessary to complete Worksheets, participate on discussion boards, and participate in "chat" sessions.

Course Requirements

Assignments and grading

- 1) Successful completion and submission of the worksheet for each chapter- 25% of the final grade
- 2) Final score on an examination covering the principles of comparative policy analysis, their use in understanding the social problems and analyzing the relevant policies of North America, and their use in analyzing NAFTA and related policies.- 25% of the final grade
- 3) Completion of a brief paper on the history, provisions, and outcomes of NAFTA.- 25% of the final grade
- 4) Participate regularly in discussion board conversations in which cultural assumptions about social policy in each of the three countries are described, compared, and contrasted.

Grading scale

The grading scale used for the course will be:

90-100	A
86-89	B+
80-85	B
76-79	C+

70-75	C
65-70	D
< 65	F

Class policies

1. Students are expected to attend virtual classes and post on discussion boards regularly.
2. Incompletes will be given only according to the rules specified in the written policies of the student's home university.
3. All written assignments are due at midnight on the day specified on the course outline. Assignments received after that time will be marked down significantly.
4. Assignments are to be completed correctly at the time of submission. The instructor will be available to discuss any assignment via email, text chat, or voice chat until one week prior to their due date. After that no assistance will be given.
5. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in their university's student policies.
6. University policy regarding religious holidays will be observed. Any student may request to be excused from class to observe a religious day from his/her faith. No examinations or required work will be due on a religious holiday.

COURSE OUTLINE

Unit I: Structure of the Policymaking Systems of North America

Week 1- August 22, 2007 - Open house on the website.

Introduction of class members and faculty (Discussion board)
 Introduction of the course (See instructions under "Announcements")
 Tour of the website
 Readings for next week: The Government of Mexico

Week 2- August 29, 2007 - The Government in Mexico

Worksheets for "The Government of Mexico" due
 Discussion board entries on "The Government of Mexico" due
 Groups for future activities formed and initial activities distributed
 Readings for next week: The Government of Canada"

Week 3- September 5, 2007 - The Government in Canada

Worksheets for "The Government of Canada" due

Discussion board entries on “The Government of Canada” due
Group activities
Readings for next week: The Government of the United States

Week 4- September 12, 2007 - The Government in the US

Worksheets for “The Government of the United States” due
Discussion board entries on “The Government of the United States” due
Group activities
Readings for next week: The Components and Characteristics of Culture

Unit II: Cultural Assumptions about Social Policy

Week 5- September 19, 2007 - The Components and Characteristics of Culture

Introduction to Unit II- Virtual Classroom Activity
Worksheets for “The Components and Characteristics of Culture” due
Discussion board entries on “The Components and Characteristics of Culture”
Group activities
Readings for next week: “Culture-related Assumptions and Nuances in Policy

Week 6- September 26, 2007 - Culture-related Assumptions and Nuances in Policy

Worksheets for Culture-related Assumptions and Nuances in Policy due
Discussion board entries on “Culture-related Assumptions and Nuances in Policy” due
Group activities
Readings for next week: Common Policy Issues Across North America

Unit III: Comparison of Policy Areas Among the Countries

Week 7- October 3, 2007 - Common Policy Issues Across North America

Introduction to Unit III- Virtual Classroom Activity
Worksheets for “Common Policy Issues Across North America” due
Discussion board entries on “Common Policy Issues Across North America” due
Group activities
Readings for next week: Differences in Perspectives of and Approaches to Social Problems

Week 8- October 10, 2007 - Differences in Perspectives of and Approaches to Social Problems

Introduction to Unit III- Virtual Classroom Activity
Worksheets for “Differences in Perspectives of and Approaches to Social Problems” due
Discussion board entries on “Differences in Perspectives of and Approaches to Social

Problems” due
Group activities
Readings for next week: Structure of the Policy Delivery System in Canada

Unit IV: Structure of the Policy Delivery System in Each Country

Week 9- October 17, 2007- Structure of the Policy Delivery System in Canada

Introduction to Unit IV- Virtual Classroom Activity
Worksheets for “Structure of the Policy Delivery System in Canada” due
Discussion board entries on “Structure of the Policy Delivery System in Canada” due
Group activities
Readings for next week: Structure of the Policy Delivery System in Mexico

Week 10- October 24, 2007 - Structure of the Policy Delivery System in Mexico

Worksheets for “Structure of the Policy Delivery System in Mexico” due
Discussion board entries on “Structure of the Policy Delivery System in Mexico” due
Group activities
Readings for next week: Structure of the Policy Delivery System in the United States

Week 11- October 31, 2007 - Structure of the Policy Delivery System in the US

Worksheets for “Structure of the Policy Delivery System in the US” due
Discussion board entries on “Structure of the Policy Delivery System in the US” due
Group activities
Readings for next week: Funding Sources Within Each Country

Unit V: Funding Social Programs in North America

Week 12- November 7, 2007- Funding Sources Within Each Country

Introduction to Unit V- Virtual Classroom Activity (3 hours)
Worksheets for “Funding Sources Within Each Country” due
Discussion board entries on “Funding Sources Within Each Country” due
Group activities
Readings for next week: Funding Sources Across the Countries

Week 13- November 14, 2007 - Funding Sources Across the Countries

Introduction to Unit V- Virtual Classroom Activity
Worksheets for “Funding Sources Across the Countries” due
Discussion board entries on “Funding Sources Across the Countries” due
Group activities

Readings for next week: NAFTA: History, Provisions, and Results

Unit VI: Comparative Policy Analysis across North America

Week 14- November 21, 2007 – NAFTA: History, Provisions, and Results

Introduction to Unit V- Virtual Classroom Activity
Worksheets for “NAFTA: History, Provisions, and Results” due
Discussion board entries on “NAFTA: History, Provisions, and Results” due
Group activities
Paper on NAFTA due
Readings for next week: Principles of Comparative Policy Analysis

Week 15- November 28, 2007 - Principles of Comparative Policy Analysis and Workshop

Worksheets for “Principles of Comparative Policy Analysis and Workshop” due
Discussion board entries on “Principles of Comparative Policy Analysis and Workshop”
due
Group activities
The instructor will be available in the virtual classroom to provide assistance.

Week 16- December 5, 2007 - Comparative Policy Analysis Presentations

Presentations
Examination due