

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

SW 510 - SOCIAL WORK AND SOCIAL WELFARE POLICIES AND PROGRAMS

**2009-2010 ACADEMIC YEAR
FALL Semester- 2 Credit hours
Interactive (Memphis and Knoxville)
Mondays, 5:45-7:45 pm**

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INSTRUCTOR
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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.utk.csw.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*, 2009)

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 **2222 Dunford** (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required Foundation course. Key professional competencies, diversity, justice, critical thinking, and evidence-based practice are emphasized. Organizational, community, and legislated policies related to social issues, problems, and client systems using local to international comparisons. The use of justice, power, social construction and social work values and ethics in analyzing, influencing, developing, implementing, and advocating for policies and programs.

The course establishes the connection between social welfare policy and social work practice. As such, first, the course critically analyzes the historic and contemporary contexts of social welfare. Particular emphasis is put on social workers' roles as critical thinkers in affecting change. The influence of social policy on the holistic health and well-being of individuals, society and of social work practice is examined.

Course Rationale

This course provides foundation content to students regarding the knowledge about, and orientation to the designs and functioning of social welfare policies, programs, and services.

Through their participation in this course, students appreciate and learn the place and influence of social welfare policies and services in the society and make professional use of them for the attainment, maintenance and/or enhancement of the quality of health and well-being of their clients.

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. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy*).
2. Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).
3. Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1). (*content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice*).
4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems **to advocate for basic human rights** (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

COURSE OUTLINE

COURSE FORMAT AND ASSIGNMENTS:

The course will include lectures by the instructor, class discussions, exercises, and student presentations, all supported by advanced technology and teaching aids including the WEB-assisted (Online and Blackboard, etc), computer-supported (power-point, computer-aided design (CAD), telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other (transparencies, overhead projectors, electronic copies, etc.) teaching aids deemed appropriate by the instructor.

COURSE TEXTS:

Required:

Segal, E. A. (2007). *Social welfare policy and social programs. A Values Perspective*. Belmont, California: Thomson.

Recommended:

Gilbert, N. and Terrell, P. (2005). *Dimensions of social welfare policy*. (6th ed.). Boston: Allyn and Bacon.

NASW Code of Ethics. (available at: <http://www.csw.utk.edu>)

Jansson, Bruce. (2008). *Becoming an effective policy advocate: From policy practice to social justice*. (5th ed.). Pacific Grove, California: Thomson-Brooks/Cole Publishing Co.

Dolgoft, R., Feldstein, D. (2003). *Understanding social welfare*. (6th Ed.). Boston: Allyn and Bacon.

DiNitto, Diane. (1995). *Social welfare: Politics and public policy*. (4th Ed.). Boston: Allyn and Bacon.

Karger, H. and Stoesz, D. (2002). *American social welfare policy. A pluralistic approach*. Boston: Allyn and Bacon.

McInnis-Dittrich, Kathleen. (1994). *Integrating social welfare policy and social work practice*. Pacific Grove, CA.: Brooks/Cole.

COURSE OUTLINE

We will follow the outline below with the above competencies built in to the instructional methodology and assignments of this course:

I. Defining policy in organizational, community, and public (legislative) contexts; defining social welfare policy.

II. Social Work Values and Ethics in Policy Practice

III. Policy competencies and concepts of diversity, power, justice, human rights, critical thinking, and social construction used in policy practice

IV. Evidence-based practice and policy practice: An integrated approach

V. Policy formulation and analysis as key competencies, formulation and analysis models (concepts of justice, power, human rights, critical thinking, social construction are also integrated into formulation and analysis)

VI. Historical development of social welfare and descriptions of major public social welfare policies in the United States (economic and social security, poverty, health, children and families, and old age/aging at Federal, state, and local levels of formulation and implementation)

VII. Contemporary social welfare service delivery approaches in the US and other countries (selected international comparisons)

COURSE REQUIREMENTS

This is a two-credit/hour course. As graduate students, you are required to complete the following individual and group assignments with due diligence and scholarship expected of a graduate student. In this respect, you will experience a major progressive shift in the quality and quantity of your academic performance from your undergraduate studies. As far as I am concerned, your academic performance will be considered as the matter of most importance, and it will precede all other personal concerns of yours except for life emergencies.

Individual requirements:

You will complete two individual assignments: 1) readings and 2) two exams.

1) Readings:

Competencies: This assignment is an introductory effort for you to get exposed to all the competencies of the course in terms of their theoretical backgrounds. As such, to re-emphasize and to repeat, you are to begin to meet the following competencies, in the same order as above.

Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1).

Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5).

Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1).

Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4).

Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3).

Contents of the reading assignment: You will read from your required and one of the supplemental textbooks as well as a total of 10 (ten) articles during the entire semester (5 abstracts to be submitted with each exam), from the listings under the sessions, approximately one article per session.

You are also to read at least one newspaper and/or one news magazine article per week for the social and legislative developments with respect to social problems and policies.

Rules for the reading assignment: You will inform me about the title of the supplemental textbook you will be regularly reading for the semester.

You will abstract the articles you have read using the APA manual for you to turn them in to me at the time of your exams. For each abstract accurately written you will receive 10 points; for a total of 100 points for 10 abstracts. Abstracts will comprise 10% of your course grade.

(For some additional readings, which will not be included in your exams, you may also be referred to the attached bibliography. This bibliography will be updated during the semester as you and I routinely locate relevant and timely readings and references. Therefore, you are asked to share your readings with all of us in order to review and decide on their inclusion into our course readings list.)

As you read these daily newspaper and/or weekly news magazine articles, you are expected to explore if and when the article provides an evidence that you can identify for the case being made in the article. You will be given an outline for this type of critical reading.

Also, you are expected to participate and share your readings to the fullest extent in the class discussions.

As part of your routine review of literature, you must periodically search Social Work Abstracts literature database through the UTK Hodges Library. This search will enable you to be current with respect to the social welfare policy and services knowledge.

2) Exams:

You will take **mid-term and end-of-term** written examinations.

Exams test your competencies in terms of their theoretical and practical knowledge contents as explained below:

Competencies and related contents to be covered by the questions and expected to be reflected by the answers in **the mid-term exam** are:

Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy*).

Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).

Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ- F.3, F.4; Values/ethics- F.1). (*content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice*).

Competencies and related contents to be covered by the questions and expected to be reflected by the answers in **the end-of-term exam** are:

Competency: Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1). (**content:** *identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice*). (You are to be re-tested from this competency and content item during the end-of-term exam, also.)

Competency: Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (**content:** *how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).

Competency: Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (**content:** *analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

Rules for the exams: Examination contents will be from the required textbook, supplemental

textbook readings and the articles you have read and abstracted during the semester as well as the lecture notes, discussions, and your presentations as they will relate to the competencies and contents stated above. (You will also submit your article abstracts, five abstracts per exam) to me together with your exams at the time you take them.)

Each exam will be graded on a 0-100 point scale, 10 points out of which will be reserved for the abstracts. Each exam comprises 30% of your course grade, for a total of 60% of your course grade for both exams.

Make-up exams will not be given unless there is an emergency. Mid-term exam will be scheduled mid-semester, and end-of-semester exam during the week designated by the University. Dates will be identified during the first class session.

Group requirement:

You will make a group presentation.

You will present an American (US) social policy area, compare it with the policy of another country in the same policy area, and write a term paper about it using the outline given below.

Competencies to be mastered through the completion of this assignment are:

Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5).

Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1).

Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4).

Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3).

Content of this policy presentation and its paper version is given below: (This also serves as your outline for the assignment.)

I. Identification and description of a policy of your choice, also covering the steps involved in the formulation of policy. You will be given policy formulation models and select one from

among them.. Policy's mission and goals; history; ideological and value bases of policy; and stakeholders and modes of financing the policy are all included here. You will be expected, in discussing the stakeholders, to clarify social work profession's original position on the policy. (3-5 pages-30 points.)

II. Analysis of a policy, including:

A. The model of your choice to analyze the policy,

B. Identification of the group or groups of people for whom the policy attempts to meet the needs in one or more of the following categories as applicable: people of color, people who are economically poor, children, and aged; women, gay and lesbian, and transgender persons, immigrants, refugees, or other underserved, vulnerable, oppressed and/or discriminated groups in the US society.

C. Assessments of the best evidence(s) demonstrating that the policy has or has not been effective and efficient, i.e., 1) it has or has not satisfactorily met its goals and objectives with the most reasonable and acceptable amount of financial and other resources utilized, and, 2) it has adequately responded to the concerns of ethics, diversity, power, justice, critical thinking used in policy practice.

These evidence(s) can come from research-based findings, practitioners' experiences, professional experts' accounts and judgments, associated/affiliated professionals' accounts and judgments, clients' own experiences and judgments, general public's perception and judgments of the policy effectiveness and efficiency, and other evidences that might be unique to that particular policy.

D. Comparative analysis of policy with one country of your choice with respect to the questions of "who benefits; what are the benefits; how is the policy financed; and how is the policy implemented?" Please review Gilbert & Terrell text for this particular analytic model. (11-12 pages- 40 points)

You would be well served to search the Social Work Abstracts literature database through the UTK Hodges Library in order to gain current insight into discriminated groups in the US society. Type all the terms beginning with diversity and then follow it by typing "people of color, women, gays and lesbians, the elderly and/or children" to broaden your understanding of diversity. Be ready to discuss one of these links as to what it reports to you on diversity with respect to one or more of the above populations.

III. Current debates and discussions about alternatives and proposed changes-if any, about the policy (In discussing current debates, indicate and detail if the social work profession has been a contributor and in what ways). (6-8 pages-30 points)

If no changes are currently proposed, please answer the following questions:

A. What is your assessment of what is likely to happen to the policy in the future and why?

B. What are your recommendations for change?

C. What evidence do you have to base your recommendations for change?

Rules for the presentation / paper: This paper should have a minimum of 20 and a maximum of 25 double spaced pages, excluding the reference page(s), using the APA style manual. Presentation and its written version (paper) will be graded on a 0-100 scale. It will comprise 30% of your overall grade.

Groups will be formed on a random drawing basis during the first class session. Also, the dates of presentations will be set during the same session.

Group presentation dates will be given to you during the first class session. Presentation papers in their final form are due on the last day of the week of your presentation, at the latest. As a preliminary and major effort to get started on this group assignment, you are also expected to review, in addition to your required textbook, the Gilbert and Terrell (Dimensions of Social Welfare Policy), Dobelstein (Social Welfare Policy and Analysis), DiNitto (Social Welfare Politics and Public Policy), and Karger and Stoesz (American Social Welfare Policy) texts immediately, in order to get an idea regarding what your policy presentation is to methodologically and substantively to include. Please also consult with me periodically.

COURSE RULES

Although class attendance is not a requirement, I shall expect you to be present at all class sessions for the simple reason that they are closely interrelated and build upon each other. Please notify me in case of absences and emergencies.

All assignments are to be completed and due on the dates specified. Late completions will not be accepted unless there is an emergency. Group presentation paper (written assignment) is to be typed, and double spaced using the latest edition of the APA style manual.

Please also check into the WEB page of the Christian Brothers University Library www.cbu.edu) to learn how to cite WEB resources using the American Psychological Association (APA) guidelines. CBU page is a good source of this information.

Class participation is graded on the basis of sharing, concern and commitment for what goes on in class.

Group presentation and paper as a written version of the presentation are evaluated on the basis of their conveyance of substantive knowledge of policy, organization (i.e. conforming with the outline given above), clarity, internal consistency, and flow of information.

Test outcomes will be graded in accordance with the instructions you will be given with each

test.

Grading scale is provided in this outline.

You are free to have discussions with me, anytime and as many times as you want, in person or via phone, e-mail, and fax communications, in relation to any of your assignments and your progress in the course. I will also do the same, provided that I have your phone, e-mail, and fax information available to me.

I do not do individual tutorials. If, for any reason, you miss a session, you will be responsible to obtain class notes and verbal contents of discussions from your classmates, and you will need to be up to date on your readings for that session, and be ready for the next session, as well.

For in-person or phone meetings, I will expect you to inform me with specific and concrete questions and thoughts related to your reason(s) for wanting to have the discussion with me. I will refrain from engaging in general discussions. I will also expect you to do adequate reading and be informed about general contexts of your questions and thoughts you will be discussing with me.

My phone numbers are: (901) 448-4479 (office), and (901) 448-4463 (front desk). You can also send e-mail or leave messages at the front desk if I am not in my office, or fax them to my attention.

E-mail address is:

mcingo@utk.edu

School's fax number, which could also be used to send documents to me, is: 448-4850.

I have posted my hours on the office door for the semester. Since I am teaching other courses, my designated office hours for this class are Mondays, 1:00-4:30 pm. At other times, I will be available by appointments.

You are very much encouraged to make appointments with me, ahead of time if possible, for me to fully attend to your time requests. I shall also try to meet with you off-office hours provided that your reasons and the circumstances warrant our meetings.

GRADING

Assignments will have the following weights as to the final grade:

Article abstracts	10%
Mid-term exam	30%
Final Exam	30%
Presentation and Paper	30% (20% group to which you belong is graded / 10% you are graded)

for your contribution to the presentation and paper-writing processes. **PLEASE READ CAREFULLY:** In cases when I am informed of a problem with one or more members of a group with respect to the lack of concern, involvement and concrete and meaningful contributions to the overall group process, and the contributing members of your group testify to this effect in a fair and just manner, **I will assign an automatic failing grade of 0 (zero) as your presentation and paper grade, to be factored as 30% into the computations of your overall grade.**

The grade scale used is as follows:

Below 72.9	D
73-77.9	C
78-82.9	C+
83-87.9	B
88-93.9	B+
94-100	A

SESSIONS AND READINGS

REMINDERS:

1) **At the beginning of each session, you will first find readings from your required and supplemental textbooks. Then, you will observe other readings of relevance to that session. Please consult the supplemental text entries for full references to the supplemental text readings.**

2) **AS OF TODAY, YOU ARE TO BEGIN READING FROM THE NEWSPAPERS AND NEWS MAGAZINES ANY ARTICLES, ANALYSES, EDITORIALS, POLITICAL CARTOONS, ETC., WHICH RELATE TO ALL AREAS OF LOCAL, REGIONAL, NATIONAL AND GLOBAL SOCIAL WELFARE POLICY, SERVICES, AND PRACTICE. BEGINNING WITH THE SECOND SESSION, THERE WILL BE REGULAR 15-20 MINUTE DISCUSSIONS OF THESE READINGS. YOU WILL BE RANDOMLY ASKED TO SHARE YOURS WITH ALL OF US.**

Session Outline and Readings

Session 1. Course Preview.

Review syllabus, class assignments, required text, assigned readings, academic integrity.

Advanced technology and teaching aids TO BE USED: WEB-assisted (Online and Blackboard, etc), computer-supported (power-point, telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other (transparencies, overhead projectors, electronic copies, etc.) teaching aids

UTK and UTHSC facilities and support systems for the course

Visit to the Computer Laboratory to review the resources of your campus

Session 2. Defining policy in organizational, community, and public (legislative) contexts; defining social welfare policy.

Competency: Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1).

Content: *major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy).*

Readings:

Required Text (Segal). Ch. 1, "Social Welfare Policy and Underlying Values".

Gil. Unraveling Social Policy. Ch. 1. "Current Views of Social Policy"

Wilensky and Lebeaux. "Conceptions of Social Welfare"

Karger and Stoesz. Ch. 1. "American Social Welfare Policy."

Lens, V. (2002). Public voices and public policy: changing the societal discourse on "welfare", *Journal of Sociology and Social Welfare*. 24(1), 137-154.

Stewart, W.F. (2001). Social work empowerment: Race, gender, and class factors. *Race, Gender, and Class*, 7(4), 91-98.

Videka-Sherman, L. & Viggaini, P. (1996). The impact of federal policy changes on children: Research needs for the future. *Social Work*, 41(6), 594-600.

Session 3: Social Work Values and Ethics in Policy Practice (formulation and analysis)

Competency: Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5).

Content: *services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services).*

Competency: Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ- F.3, F.4; Values/ethics- F.1).

Content: *identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice).*

Readings:

Required Text (Segal). Ch. 1, "Social Welfare Policy and Underlying Values".

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Cagan, E. & Julia, M. (2000). Women, democracy, and global transformation: Toward a reconceptualization. *Social Development Issues*, 22(2/3), 24-31. (ON RESERVE).

Cetingok, M. & Rogge, M. (2001). Turkey's Southeast Anatolia Project (GAP), Environmental justice, and the role of social work. *Social Development Issues*, 23(3), 12-17.

Davidson, J. & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health And Social Work*, 21(3), 208-215.

Fuchs. Who Shall Live? *Health, Economics, and Social Choice*. Ch. 1.

Gelman, S., Pollack, D., and Weiner, M. (1999). Confidentiality of social work records in the computer age. *Social Work*, 44(3), 243-252.

George, J. (1999). Conceptual muddle, practical dilemma: Human rights, social development and social work education. *International Social Work*, 42(1), 15- 26.

Hoff, M.D., Huff, D.D. & Ord, L.M. (1996). The social worker's ethical obligation to society: An assessment of the charity and justice contributions of social workers. *Arete*, 21(1), 47-60.

Kalil, A., Seefeldt, K.S., & Wang, H. (2002). Sanctions and material hardship under TANF. *Social Service Review*, 76(4), 642-662.

Kapp, M.B. (2002). Health care rationing affecting older persons: rejected in principle but implemented in fact. *Journal of Aging and Social Policy*, 14(2), 27-61.

- Lee-Y.-T, Ottati, V., & Hussain, I. (2001). Attitudes toward "illegal" immigration into the United States: California Proposition 187. *Hispanic Journal of Behavioral Sciences*, 23(4), 430-443.
- Lens, V. (2002). Public voices and public policy: changing the societal discourse on "welfare". *Journal of Sociology and Social Welfare*, 24(1), 137-154.
- Lind, A. (2004). Legislating the family: heterosexist bias in social welfare policy frameworks. *Journal of Sociology and Social Welfare*, 31(4), 21-35.
- Linhorst-D.M. (2002). Federalism and social justice: implications for social work. *Social Work*, 47(3), 201-208.
- Rhodes, M. (1992). Social Work Challenges: The boundaries of ethics. *Families in Society*, 73(1), 40- 47.
- Rock, B. & Congress, E. (1999). The new confidentiality for the 21st century in a managed care environment. *Social Work*, 44(3), 253-262.
- Rogge, M.E., & Combs-Orme, T. (2003). Protecting children from chemical exposure: social work and U.S. social welfare policy. *Social Work*, 48(4), 439-450.
- Stein, T.J. (2003). The Adoption and Safe Families Act: how Congress overlooks available data and ignores systemic obstacles in its pursuit of political goals. *Children and Youth Services Review*. 25(9), 669-682.
- Witkin, S. L. (1998). Is Social Work an Adjective? *Social Work*, 43(6), 483-486.
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Sessions 4-5: Policy competencies and concepts of diversity, power, justice, human rights, critical thinking, and social construction used in policy practice

Competency: Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5).

Content: *services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services).*

Competency: Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1).

Content: *identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice).*

Readings:

Required text (Segal). Ch. 3, "Conceptual Foundations of Social Welfare Policy".

Simon. *The Empowerment Tradition*. Glance through the book and read Chs. 7-8, "Recent Practice: Context and Influences, 1945-1994;"; "Recent Visions of Empowerment Practice, 1945-1994."

NASW Code of Ethics (available at: <http://www.csw.utk.edu>). Revisit for the social justice references.

Kirst-Ashman, K.K. & Hull, Jr., G.H. (2006). *Generalist Practice with Organizations and Communities*. (3rd Edition). Belmont, Ca.: Thomson. Read all references to social justice and critical thinking in the book.

Breton, M (2002). Empowerment practice in Canada and the United States: restoring policy issues at the center of social work. *The Social Policy Journal*, 1(1), 19-34.

Christy-McMullin, K, (2002). Designing policies that address the relationship between woman abuse and economic resources. *Journal of Sociology and Social Welfare*. 29(3), 109-124.

Crewe, S.E. (2002). Motivated but fearful: welfare reform, disability, and race. *Journal of Health and Social Policy*, 16(1/2), 55-68.

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- Thomas, S.L. (1998). Race, gender, and welfare reform: the anticatalyst response. *Journal of Black Studies*. 28(4), 419-446.
- United Nations. (1948). Universal Declaration of Human Rights.
- United Nations. (1987). *United Nations, human rights: Questions and answers*. New York: United Nations Department of Public Information, P.4.
- UN Office of the High Commissioner for Human Rights. Universal Declaration of Human Rights. Retrieved August 20, 2007, from <http://www.unhcr.ch/udhr>

Session 6: Evidence-based Practice and Policy Practice: An Integrated Approach

Required text (Segal). Ch. 14, "The Impact of Social Welfare Policy".

- Cetingok, M. & Rogge, M. (2006). Democratic Models and Social Development. *Social Development Issues*, 28(3), 1-15.
- Datta, S. & Varalakshmi, V. (1999). Decentralization: An effective method of financial management at the grassroots (evidence from India). *Sustainable Development*, 7(3), 113-120.
- Hardiman, E.R., Theriot, M.T. & Hodges, J.Q. (2005). Evidence-based practice in mental health: implications and challenges for consumer-run programs. *Best Practices in Mental Health*, 1(1): 105-122.
- Rubin, A. (2007). *Statistics for Evidence-Based Practice and Evaluation*. Belmont, CA: Wadsworth. (Obtain a copy and read through to supplement our coverage of statistics.)
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Session 7: Mid-term exam (Assigned readings and class notes to date)

Sessions 8-9: Policy Formulation and Analysis as key competencies, formulation and analysis models (concepts of justice, power, human rights, critical thinking, social construction integrated)

Competency: Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1).

Content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice).

(This set of competency and related content also appearing in sessions 4-5 are repeated here.)

Competency: Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4).

Content: *how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics).*

Competency: Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3).

Content: *analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change).*

Readings:

Required text (Segal). Ch. 3, Conceptual Foundations of Social Welfare Policy,

Ch. 5, "Social Justice and Civil Rights"

Ch. 6, "analyzing Social Welfare Policies".

Gilbert & Terrell, Glance through the entire book for a complete understanding of their analytic model..

Haynes and Mickelson. *Affecting Change*. Chs. 4-7. "Policy Models for Political Advocacy; The Practitioner's Influence on Policy; Influence Through Lobbying."

Karger and Stoesz. Ch. 2, "A Framework for Social Policy Analysis."

Majchrzak. Methods for Policy research. "Preparing for a Policy Research Study"

Albert, V.N., & King, W.C. (1999). The impact of a mandatory employment program on welfare terminations: implications for welfare reform. *Journal of Social Service Research*, 25(2), 125-150.

Albeyda, R. & Tilly, C. (1998). Women, Income, and Poverty: There is a family connection. In Rothenberg, P. (Ed). *Race, class, and gender in the United States: An integrated study*. (pp. 305-314). New York: St. Martin's Press.

Anderson, S.G. & Gryzlak, B.M. (2002). Social work advocacy in the Post-TANF environment: lessons from early TANF research studies. *Social Work*, 47(3), 301-314.

Banerjee, M.M.. (2002). Voicing realities and recommending reform in PRWORA. *Social-Work*, 47(3), 315-328.

Beach, W.M. & Ireland, P. (2003). Is privatizing Social Security good for women? In Karger, H.J. , Midgley, J., & Brown, C.B. (Eds.). *Controversial Issues in Social Policy*. (pp. 107-124). Boston: Allyn and Bacon.

Erich, S. & Karger, H.J. (2003). Should gays and lesbians be allowed to adopt? In Karger, H.J. , Midgley, J., & Brown, C.B. (Eds.). *Controversial Issues in Social Policy*. (pp. 235-246). Boston: Allyn and Bacon.

Hill, G. (1996). The moral economy: Keynes's critique of capitalist justice. *Critical Review*, 10(1), 33-61.

Jansson, B.S., Dodd, S.J. & Smith, S. (2002). Empowering domestic discretionary spending in federal budget deliberations. *The Social Policy Journal*, 1(1), 5-18.

Hoefler, R. (2002). Political advocacy in the 1980s: Comparing human services and defense interest groups. *The Social Policy Journal*, 1(1), 99-112.

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- Lynn, L.E. (2002). Social services and the state: the public appropriation of private charity. *Social Service Review*, 76(1), 58-82.
- Mann, W. M. (1997). Portraits of social service programs for rural sexual minorities. *Journal of Gay and Lesbian Social Services*, 7(3), 95-103.
- Meiners, M.R, McKay, H.L., & Mahoney, K.J. (2002). Partnership insurance: an innovation to meet long-term care financing needs in an era of federal minimalism. *Journal of Aging and Social Policy*, 14(3/4), 75-93.
- Pandey, S, Zhan, M. & Collier-Tenison, S. (2004). Families' experience with welfare reform on reservations in Arizona. *Social Work Research*, 28(2), 93-103.
- Simon-Rusinowitz,L, Marks,L.N., Loughlin, D.M, Desmond,S.M., Mahoney,K.J., Zacharias,B.L., Squillace, M.R., & Allison,A.M. (2002). Implementation issues for consumer-directed programs: Comparing views of policy experts, consumers, and representatives. *Journal of Aging and Social Policy*, 14(3/4), 95-118.
- Shankar, J. & Collyer, F. (2004). Welfare reform and its impact on the employment prospects of individuals with psychiatric disabilities. *Journal of Social Work in Disability and Rehabilitation*, 3(4), 19-44.
- Torres-Gil, F., & Moga, K.B. (2002). Multiculturalism, social policy and the new aging. *Journal of Gerontological Social Work*, 36(3/4), 13-32.
- Swan, J,H., & Pickard, R.B. (2003). Medicaid case-mix nursing home reimbursement in three states. *Journal of Health and Social Policy*. 16(4), 27-54.
- Wagner, M., Voorhis, R.V. & Longress, J.F. (2003). Is Legislation for Lesbian and Gay Rights Necessary? In Karger, H.J. , Midgley, J., & Brown, C.B. (Eds.). *Controversial issues in social policy*. (pp. 45-46). Boston: Allyn and Bacon.
- Williamson, J.B., McNamara,T.K., & Howling,S.A. (2003). Generational equity, generational interdependence, and the framing of the debate over Social Security reform. *Journal of Sociology and Social Welfare*, 30(3), 3-14.

Sessions 10-11. Historical development of social welfare and descriptions of major public social welfare policies in the United States (economic and social security, poverty, health, children and families, and old age/aging at Federal, state, and local levels of formulation and implementation)

Competency: Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1).

Content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy).

(This set of competency and related content also appearing in sessions 1 and 2 are repeated here.)

Competency: Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1).

Content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice).

(This set of competency and related content also appearing in sessions 4-5 and 8-9 are repeated here.)

Readings:

Required text (Segal). Ch. 2, “Historical Foundations of Social Welfare in America”

Ch. 7, “Social Insurance”

Ch. 8, “Poverty and Economic Inequality”

Ch. 9, “The Impact of the Economy: Employment, Budgets, and Taxes”

Ch. 10, “Children and Families”

Ch. 11, “Health Care Policy”

Ch. 12, “Aging and Social Welfare Policy”

Abramovitz. *Regulating the Lives of Women*. Read Ch. 1, "Feminist Perspective on the Welfare State" and glance through the rest of the book.

Session 12. Contemporary social welfare service delivery approaches in the US and other countries (selected international comparisons)

Readings:

Required text (Segal). Ch. 4, “The Delivery of Social Welfare Services”

Ch. 13, “United States Social Welfare Policies and International Comparisons”

McInnis-Dittrich. Chs. 3-4, "The External Environment of Social Service Agencies; The Current Welfare System: A Patchwork of Programs."

Austin, M.J., & Prince, J. (2003). The implications of managed care and welfare reform for the integration of health and welfare services. *Journal of Health and Social Policy*, 18(2), 1-19.

- Caro, F.G., & Morris, R. (2002). Devolution and aging policy. *Journal of Aging and Social Policy*, 14(3/4), 1-14.
- Deacon, B. (2000). Globalization and Social Policy. Occasional Paper 5. Geneva, Switzerland: United Nations Research Institute for Social Development. Geneva, Switzerland. (ON RESERVE).
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- Kjorstad, M.C. (2003). The current and future state of mental health insurance parity legislation. *Psychiatric Rehabilitation Journal*, 27(1), 34-42.
- Little, S.B. (2002). Public housing accommodations for individuals with disabilities. *Journal of Health and Social Policy*, 16(1/2), 93-107.
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- Pandey, S., Brown, E.F., Scheuler-Whitaker, L., & Collier-Tenison, S. (2002). Welfare reform on American Indian reservations: initial experience of service providers and recipients on reservations in Arizona. *The Social Policy Journal*, 1(1); 75-97.
- Sowers, K.M. & Rowe, W.S. (2007). *Social Work Practice & Social Justice: From Local to Global Perspectives*. Belmont, California: Thomson. Glance through the pages of this book for references to global social work policies and practices in various fields of social work.
- Ward, H. (2004). Working with managers to improve services: changes in the role of research in social care. *Child and Family Social Work*, 9(1): 13-25.

Sessions 13-14: Student presentations and debates on selected policies

Readings:

Required text and texts by Gilbert and Specht, Dobelstein and DiNitto are to be reviewed.

In addition to your readings from the textbooks and articles for your presentation preparations, you are expected to explore and exhaust the resources of the WEB (Internet) for a full, up-to-date, and comprehensive coverage of your policy areas.

Exam Week: End-of-semester Examination (During the Exam Week designated by the University)

Readings: Assigned readings and class notes to date.

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

**Instructor
Dr. Muammer Cetingok**

SW510- Social Work and Social Welfare Policies and Programs

IMPORTANT: SELECTED BIBLIOGRAPHY IS PART OF YOUR COURSE OUTLINE. ADDITIONAL READINGS, IN ADDITION TO THE ONES ALREADY APPEARING UNDER THE SESSION HEADINGS, MAY ALSO BE ASSIGNED FROM THIS BIBLIOGRAPHY AND/OR OTHER RESOURCES TO BE ADDED.

**ACADEMIC YEAR 2009-2010
SELECTED BIBLIOGRAPHY of books and articles
(For readings on HUMAN RIGHTS, please go to the special section at the bottom of this bibliography.)**

- Abramovitz, Mimi. (1998). *Regulating the lives of women*. Boston: South End Press, 1988.
- Abramovitz, M (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46(4), 297-308..
- Axinn, J. and Levin, H. (1997). *Social welfare: A history of American response to need*. New York: Longman.
- Baker, P.J. and Anderson, L. E. (1987). *Social problem: A critical thinking approach*. Belmont, Ca.: Wadsworth.
- Berger, P.L. and Luckmann, T. (1967). *The social construction of reality*. Garden City, N.Y.: Doubleday and Co., Inc., Anchor Books.
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- Burch, H.A. (1991). *The why's of social policy: Perspective on policy preference*. New York: Praeger Publishers.
- Chapin, R.K.(1995). Social policy development: The strengths perspective, *Social Work*, 40(4),

506-514.

- Chelf, C.P. (1992). *Controversial issues in social welfare policy*. Newbury Park, CA: Sage.
- DiNitto, D. (1995). *Social welfare: Politics and public policy*. (4th Ed.). Boston: Allyn and Bacon.
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- Dolgoft, R., Feldstein, D., Skolnik, L. (1997). *Understanding social welfare*. (4th Ed.). New York: Longman.
- Dye, T.R. (1975). *Understanding public policy*. (2nd Ed.). Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Ehrenreich, J.H. (1985). *The altruistic imagination: A history of social work and social policy in the United States*. Ithaca, NY: Cornell U. Press.
- Feagin, J.R. & Feagin, C.B. (1986). *Discrimination American style: Institutional racism and sexism*. (2nd Ed.). Malabar, Florida: Krieger Publishing Co.
- Figueira-McDonough, J. (1993). Policy Practice: The neglected side of social work intervention, *Social Work*, 38(2), 179-188.
- Fisher, R.(1995). Political social work, *Journal of Social Work Education*, 31(2), 194-203.
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- Flynn, J.P. (1985). *Social agency policy*. Chicago: Nelson-Hall.
- Freire, P. (1974). *Pedagogy of the oppressed*. New York: The Seabury Press.
- Frey, G.A. (1990). A framework for promoting organization change. *Families in Society*, 71(3), 142-147.
- Fuchs, V. R. (1993). *The future of health policy*. Cambridge Mass: Harvard University Press.
- Fuchs, V.R. (1974). *Who shall live? Health economics and social choice*. New York: Basic Books.
- Garin, G., Molyneux, G., and DiVall, L. (1994). Public attitudes toward welfare reform, *Social Policy*, 25(2), 45-49.
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- Hasenfeld, Y. (Ed.). (1992). *Human services as complex organizations*. Newbury Park, CA: Sage.
- Hayes, K.S. & Mickelson, J.S. (1997). *Affecting change: Social workers in the political arena*. (3rd Ed.). White Plains: Longman.
- Hayes, M.T. (1992). *Incrementalism and public policy*. White Plains, N.Y.: Longman.
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Smith, E.P. (1995). Willingness and resistance to change: the case of the Race Discrimination Amendment of 1942. *Social Service Review*, 69(1), 31-56.

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WORLD WIDE WEB PAGES OF IMMEDIATE RELEVANCE AND IMPORTANCE:

[HTTP://WWW.DHHS.GOV](http://www.dhhs.gov)

[HTTP://WWW.WHITEHOUSE.GOV](http://www.whitehouse.gov)

[HTTP://WWW.STATE.TN.US](http://www.state.tn.us)

[HTTP://WWW.CONGRESS.GOV](http://www.congress.gov) ([HTTP://THOMAS.LOC.GOV](http://thomas.loc.gov))

(Note: As you come across other web sites of relevance, please make use of them as you read and review for your assignments.)

MAJOR NEWSPAPERS AND NEWS MAGAZINES are also to be reviewed for class discussions, and for policy formulation and analysis purposes, as well.

READINGS ON HUMAN RIGHTS

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