

UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK**Memphis Campus**

SW 512 Social, Economic, and Political Environments
(2 credit hours)

Spring 2008

Tuesday: 5:30 p.m. – 7:30 p.m.

Instructor:
Office Hours:

Dr. Egan
Mondays: 12:30 p.m. – 2:30 p.m.
Tuesdays: 1:30 p.m. – 2:30 p.m.
& by appointment

Email:

megan@utk.edu**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*, 2007).

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 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This course is a required foundation course. Examines the profound influences on and critical interfaces of client systems with the world in which we live. Incorporates local to international information about social, economic, and political trends and innovations, and about effects of social problems, injustice, and power on client systems and on social change and service delivery systems. The course pays special attention to the process of devolution and globalization and the influence of these economic and political forces on the distribution of resources. International comparative social patterns are analyzed to understand economic justice from a national and international perspective. The history of the social and political environment, both nationally and abroad, are considered to enhance students' understanding of how political decisions shape the social welfare arena in which we practice.

Course Rationale

The Social, Economic, and Political Environment course provides a foundation for understanding the interconnectedness of various economic, social, and political theories and systems that influence oppression and social injustice, and the challenge of social workers to change oppressive social systems. Social work students, therefore, must understand and critically analyze the local, national, and international interconnectedness of macro level social arrangements and how these arrangements may result in structural oppression, discrimination,

and social injustice. Students require evidence-based knowledge in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

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 and in-class written activities].
 - 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.
 - d) Assignments that do not meet graduate level in quality may be returned with an Incomplete grade and a 72-hour extension for final re-submission and grading.
 - e) 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:

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 & UT bookstore & is 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

January 15: 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

Critical thinking

Terms & concepts:

Consumerism

Devolution

Disparities

Globalization

Political economy

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.

*** 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.

January 22: In classroom

The U. S. political process and system

What is globalization? Global hegemony & global economic issues

Structural inequality & social justice

Terms & concepts:

Distributive justice

economic justice

Globalization

Hegemony

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 60-77.

*** 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.

January 29: Online**Blackboard: Discussion Board #1**

Critically analyzing the affects of SEP trends
Dominant values, privilege, and social and economic justice

Terms & concepts:

Corporate welfare	Devolution	Disparity(ies)	Distributive justice
Dominant values	Economic justice	Federalism	Individual justice
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.

February 5: In classroom

Economic theories
Global economic issues, social and economic justice

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

Terms & concepts:

Capitalism	Consumer side economics	Economic justice	Free market
In/out sourcing	Power	Social justice	Supply chaining
Supply side economics			

Required readings:

- Friedman, *The world is flat*, Chapter 2, "Eating sushi in Arkansas," pages 151-166 (top) & "Insourcing: What the guys in the funny brown shorts are really doing," pages 167-175 (top)
- *** 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.
- *** 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.

February 12: Online**Blackboard: Discussion Board #2**

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

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:

*** 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.

*** 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.

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

February 19: In classroom

Dominant societal values, structural inequality & access to resources
Immigration

Terms & concepts:

Access to resources	Consciousness raising	Empowerment
Free trade	Immigration	Individualism
NAFTA	Poverty	Poverty rates
Power	Privilege	Socio-economic class (SEC)
Structural inequality		

Paper #1 DUE: BY 2/22/08 by 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 263-277.

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

February 26: Online**Blackboard: Discussion Board #3****Terms & concepts:**

Consciousness	Empowerment	Popular education	Poverty
Power relationships	Social construction		

Required Readings

*** Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice*, 8(1), 21-36.

*** 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.

March 4: 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 278-300

& Chapter 8: "The quiet crisis," pages 337-373.

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

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

***Theiss-Morse, E., & Hibbing, J. (2005). Citizenship and civic engagement. *Annual Review of Political Science*, 8, 227-249.

March 11: Online

Blackboard: Online Quiz #1- Quiz is timed. Available Friday March 6 to Thursday March 13, 2007 @ 9:00 p.m.

March 14-24: Spring Break**March 25: In classroom****Blackboard: Discussion Board #4**

Democratization

Global initiatives: Heifer International

Empowerment

Terms & concepts:

Democratization

Empowerment

Free trade

Micro-enterprise

Micro-lending

NAFTA

FLA

Required readings:

Friedman, T. *The world is flat*, Chapter 5: "America and free trade: Is Ricardo still right?" pages 263-277.

*** 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.

April 1: In classroom

In class discussion: Blackboard: Discussion Group #4 activity

Tax systems & inequity
The impact of globalization

Terms & concepts:

Empowerment Interest groups Privilege Progressive tax
Regressive tax Social construction Social justice Structural inequality Tax system

Required Readings:

Friedman, T. *The world is flat*, Chapter 15: "The unflat world, " pages 533-579

& Chapter 12: "Globalization of the local," pages 477-488

*** 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.

April 8: Online

Blackboard: Discussion Board #5

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.

April 15: In classroom

Blackboard: Online Quiz #2-quiz is timed. Available Wednesday, April 16 to Monday, April 21 @ 2:00 p.m.

Immigration trends & issues
Population trends

Terms & concepts

Exclusionary policy	Green card	Immigration policies	Immigration quotas
Nativism	Undocumented immigrants		Visa(s)

Required Readings

- *** 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).
- *** 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.
- *** 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.
- *** 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.

April 22: In classroom

The influences of the SEP environment: Access to resources

Ethical dilemmas, diminishing resources & globalization

In-classroom small group activity (5 points)

Paper #2 DUE BY April 28, 2008 by 12: 00 p.m. (noon); submit through Assignment Manager, Blackboard course site. [do NOT use the digital dropbox]; **NO EXTENSIONS**

Terms & concepts:

Access to resources	Devolution	Older adults	The flat world
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Required readings:

Under Course Materials: Social work ethical codes (Print and bring to class)

Friedman, T. *The world is flat*, Chapter 16: "The Dell theory of conflict prevention," pages 580-606

- *** Anderson, G., & Hussey, P. (2001). Population aging: A comparison among industrialized countries. *Health Affairs*, May/June, 191-203.

Assignments, quizzes, & discussion board activity

In-class activity	5 points
Paper #1	25 points
Paper #2	25 points
Quiz #1	15 points
Quiz #2	12 points
Blackboard Discussion Boards	<u>18 points</u>
Total points available	100 points

Details of Assignments, quizzes & discussion boards:

Blackboard Discussion Boards: Each worth 3 points; graded as follows: 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 12 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](http://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.
- Opotow, S. (1990). Moral exclusion and injustice: An introduction. *Journal of Social Issues*, 46(1), 1-20.
- Opotow, S. (2001). Reconciliation in times of impunity: Challenges for social justice, *Social Justice Research*, 14(2), 149-170.
- 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.