

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Gardenia Harris
SCHOOL OF SOCIAL WORK		OFFICE:	205 Rachel Cooper
Semester:	Fall 2011	OFFICE HOURS:	Wednesday noon-2:00 pm
Course:	SWK 222	OFFICE PHONE:	438-2538
Section:	2	EMAIL:	gharris@ilstu.edu
Day:	Wednesday	OTHER:	
Time:	9:00a.m. – 11:50 a.m.	Fairchild Hall 203	

HISTORICAL AND CONTEMPORARY SOCIAL WELFARE POLICY AND PROGRAMS

CATALOG DESCRIPTION

Critical analysis of social welfare programs, policies, and issues. 3 semester hours.

Prerequisites: SWK 223 (Human Behavior and Social Environment I); SWK 325 (Generalist Practice I: Individuals), and SWK 326 (Practice Skills Laboratory); and SWK 310 (Practice with Diverse Populations).

COURSE DESCRIPTION

This course introduces students to social policy development in the United States and to policy analysis. It is specifically designed to strengthen students' recognition of social, political, and economic forces that shape social welfare policy, how policy affects people's lives, and ways to influence it. The course begins with a review of the basic concepts, theories, and history of social welfare policy. It then critically examines major social welfare policies and programs that are relevant to generalist social work practice. The final portion of the course is devoted to "policy practice", i.e., using an understanding of the policy formulation and implementation process to promote social and economic justice on behalf of vulnerable populations — particularly children, women; the aged; racial/ethnic or cultural minorities; sexual and religious minorities; the disabled, and the poor.

RELATIONSHIP TO OTHER COURSES

SWK 222 builds on SWK 170 (Introduction to Social Work), which introduces students to the historical development of social welfare as an institution and social work as a profession. SWK 222 introduces students to policy analysis and the role of the policy-based practitioner, to provide the basis for understanding the relationship between policy and practice in subsequent social work courses.

COURSE GOALS

The goals for the course are to:

1. Advance knowledge of historical, social, political, and economic forces impacting contemporary social welfare policy in the United States.

2. Enhance understanding of current social policies and programs.
3. Develop awareness of the influences and mechanisms of discrimination and oppression within policy formation.
4. Provide a framework for analyzing policies and programs impacting generalist social workers and their clients.
5. Introduce skills to influence the formation of social policies and programs to promote social and economic justice.
6. Familiarize students with key social welfare policy resources that serve as the basis for assessing policy.
7. Increase understanding of the relationship of social work values and ethics to the fair and just operation of the social welfare system.
8. Examine factors that have led to over-representation of racial/ethnic or cultural minorities and those oppressed due to their gender, age, ability, sexual orientation, or religious affiliations among of social welfare programs serving the disadvantaged.
9. Present the role of social work in developing and implementing adequate and fair social welfare policies and programs.

STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will have achieved the following learning objectives. Each learning objective corresponds to a specific class or classes (see “Course Schedule” for details).

1. Explain key social welfare theories and concepts
2. Identify major social problems currently affecting vulnerable populations in the U.S.
3. Describe key U.S. poverty, health care, nutrition, child and family, aging, and civil rights policies.
4. Identify the impact of differential access to social welfare for oppressed and disenfranchised groups.
5. Demonstrate basic advocacy skills to influence political or organizational processes to promote social and economic justice.
6. Access relevant sources of information for social welfare evaluation.
7. Apply policy analysis frameworks to U.S. social welfare policy.
8. Analyze social welfare policy for its compatibility with social work values and ethics.
9. Describe the role of social workers in the development of social welfare policy and macro practice.
10. Recognize the principles of major U.S. political philosophies.
11. Describe the history of social welfare responses to social problems.

REQUIRED READING(S) AND TEXTBOOK(S)

–Main Text (Available for purchase at the University Bookstore and Alamo II):

— Karger, H. J., & Stoesz, D. (2010). *American social welfare policy: A pluralist approach*, 6th ed. New York: Pearson/Allyn and Bacon.

– Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America*, 6th ed. New York: The Free Press.

Internet Resources

Students should become familiar with Internet sources of information about social welfare policy. The following sites are recommended.

- The Children’s Defense Fund at www.childrensdefense.org.
- The Institute for Research on Poverty (at the University of Wisconsin) at www.ssc.wisc.edu/irp.
- The National Association of Social Workers at www.socialworkers.org.
- The New York Times at www.nytimes.com (politics section).
- The University of Illinois, School of Social Work at www.social.uiuc.edu (provides links to a variety of policy resources).
- Voices for Illinois Children www.voices4kids.org
- American Association of Retired persons (AARP) www.aarp.org
- Department of Health and Human Services, Administration for Children and Families www.acf.dhhs.gov
- Illinois Department of Human Services (DHS) www.dhs.state.il.us

EXPECTATIONS OF STUDENTS

Attendance and Participation: Students are expected to attend and participate in all class sessions whether face-to-face or online. A student should not be enrolled in a course if other obligations will interfere with getting to class sessions regularly and punctually.

More than two absences in a sixteen- week course or one in an eight- week course will result in a lowered grade for the course. Repeated tardiness or leaving class early also will result in a lowered grade.

Class Preparation: You are expected to have prepared thoroughly for each session. Preparation may include reading and/or watching the assigned materials prior to class (see “COURSE SCHEDULE”), summarizing the content and being prepared to discuss it; writing questions or reactions to the material; and making connections between concepts in current readings and earlier readings.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials; discuss readings and class lecture material with other students, form study groups, explain concepts to others, and schedule consultation time with the instructor as needed.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials, discuss readings and class material with other students, form study groups, explain concepts to others, and schedule consultations with the instructor as needed.

Assignments: Promptness in completing class assignments and required readings is a requirement. When an extenuating circumstance occurs, appropriate arrangements must be made in advance.

All assignments are due on the date assigned (See "ASSIGNMENTS" and "COURSE SCHEDULE"). *Late assignments may be accepted at the discretion of the instructor, but will be given a reduced grade.* Late papers will be accepted, but will be given a reduced grade for each day they are late, unless prior arrangements have been made with the instructor. *No assignments will be accepted after the last day of class.*

Missed or late work: If a student misses a class, he or she will be responsible for any missed class content. Missed in-class work generally *cannot* be made up. Make-up tests, quizzes, and examinations, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

A grade of incomplete (I) will be given only in rare circumstances. A student who has received a grade of incomplete is not in academic good standing and cannot enter practicum until the incomplete has been successfully cleared.

Written Work: Written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association* (2001). This reference text also provides excellent information on the organization and writing of papers. An excellent resource for questions about APA format and other paper writing skills is the Purdue University on-line writing laboratory at www.owl.english.purdue.edu
- All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins unless the professor instructs otherwise. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1.25" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The department standard is Times New Roman 12 point.
- Students should retain copies of all work turned in to the instructor.

Nondiscriminatory language: Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language

Academic Misconduct: Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to

remember that they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at www.naswdc.org.

Special Needs: Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).

Electronics: *All cell phones, pagers, and laptops, and other electronics (unless the student has a documented need for assistive technology) should be turned off during the class.*

Class Format: The instructor follows the text closely when presenting course material. Therefore, this course is being taught in a “blended” format—meaning that the class consists of both “on-line” and “face-to-face” sessions. On-line sessions involve reading textbook chapters, completing chapter outlines, taking on-line chapter tests, and reviewing of web-based material in preparation for face-to-face sessions. Face-to-face sessions include clarification of readings, presentation of material not covered in the text, and illustration of major course concepts via lectures, guest speakers, and in-class activities. Students will receive points for attending face-to-face sessions and for participation in class activities. Students will NOT be able to make-up in-class activities due to their interactive nature.

Face-to-Face Meetings—Weeks 1, 2, 4, 6, 8, 10, 12, 15, & 16

The class will meet face-to-face for 9 times—during weeks 1, 2, 4, 6, 8, 10, 12, 15, & 16. Beginning the second week of class, students will be expected to read the assigned Karger & Stoesz chapter, complete the chapter outline, and take an on-line test prior to coming to class. Students will then be expected to come to class to participate in discussion, lectures, and interactive learning activities.

On-line Class Meetings—Weeks 3, 5, 7, 9, 11, & 13 **All students must participate in a mandatory “Poverty Simulation” from 8:50 am—noon on Wednesday, October 5, 2011.**

Beginning in the third week of class, students will continue to complete weekly Karger & Stoesz readings and tests, as well as assigned Trattner text chapters and on-line tests. Students should also review the any other material contained in the module in preparation for in-class activities during the next face-to-face meeting.

Face-to-Face Classes---9 Total	On-Line Classes—6 Total
Weeks 1, 2, 4, 6, 8, 10, 12, 15, & 16	Weeks: 3, 5, 7, 9, 11, & 13

ASSIGNMENTS

The following assignments are designed to facilitate and measure student progress on the learning objectives for this course. Promptness in completing class assignments is essential. Late papers will be accepted, but will be given a reduced grade for each day they are late. Examinations cannot be rescheduled. Please see instructor's handout for writing guidelines and grading criteria.

Assignment #1: Karger and Stoesz Weekly Exams Examination #1 (30%)

Due: Weekly beginning the second week of class.

These on-line exams will consist of multiple choice and true-false questions. There will be 14 Karger & Stoesz chapter tests worth 15 points each.

Scheduled tests are taken on-line and must be completed during their respective windows of availability. Tests can be taken from the weekly module as well as the "Assessments" link on the BlackBoard menu during the days it is available to be taken.

Tests will be available to take by noon of the day after your scheduled class meeting and will remain open until 12:30 a.m. the day of the next scheduled class meeting. For example, if your class meets on Wednesday, the quiz will close at 12:30 a.m. on Wednesday morning.

Tests will consist of multiple choice, true-false questions, and fill-in-the blank questions taken exclusively from the assigned chapters. Approximately 80% of the questions come from information highlighted in the chapter outlines and 20% comes from the remainder of the text. Each test will be open for only 20 minutes; therefore it is important that you read the material and complete the chapter outlines so that you can complete the test within the allotted time. Students will be allowed only two attempts to take the tests. The highest scoring attempt is the one that counts. Once you begin to take a test, you will need to submit it within 20 minutes. If you leave the test unfinished for too long after you start it, your internet service provider may think you are inactive and automatically log you out. If that happens you may be locked out of retaking the test. No makeup tests will be given.

Assignment #2: Trattner Exams (20%)

Due: To be taken during weeks 3, 5, 7, 9, 11, & 13.

Beginning the third week of class, students will take an on-line test of the assigned Trattner text chapters during the weeks class does not meet. There will be 6 tests worth 15 points each. If multiple chapters are assigned for a given week, questions from the chapters will be combined into one 15-point test.

Tests over the Trattner texts will be in a similar format to the Karger & Stoez texts and will also be open for 20 minutes.

Assignment #3: Policy Simulation Reflection Paper

Due: Wednesday, October 12, 2011

Students will participate in a mandatory Poverty Simulation on Wednesday, October 5, 2011, from 8:50 am—noon. (Additional details to be provided in class).

Students will then submit an individual reflection paper on this experience by answering the following questions.

1. Describe your “role” and the activities you engaged in during the simulation.
2. What did you learn from participating in the poverty simulation?
3. Based on this experience, place yourself in clients’ shoes and write about what it might feel like to be a client in the social welfare “system.”
4. Based on your experience, what recommendations do you have for changing the social welfare “system?”

Reflection papers should be double-spaced, and 1-2 pages in length. Points will be deducted for excessive spelling and grammatical errors.

Assignment #4: Social Program Analysis (20%)

Due: Wednesday, November 9, 2011

Students will work in pairs to conduct a Social Program Analysis on one of the following social welfare programs:

1. Affordable Health Care Act (Health care reform law)
2. Medicare
3. Medicaid
4. Section 8 Housing Choice Vouchers
5. Supplemental Nutrition Assistance Program (SNAP) formerly Food Stamps
6. Supplemental Security Income (SSI)
7. Low-Income Energy Assistance (LIEAP)
8. Temporary Assistance for Needy Families (TANF)
9. Head Start
10. Social Security (OASDI)
11. Child Support Enforcement Program
12. Earned Income Tax Credit (EITC)
13. No Child Left Behind (NCLB)

Social Program Analysis Framework

Analyses should focus on how the policy is implemented in Illinois and should be organized according to the following policy analysis framework adapted from Chapter 2 of the Karger and Stoesz text.

I. Historical Background of the Program

- a. What historical factors (problems, events, etc.) led to the creation of the program?
- b. How was the social problem previously handled?
- c. What law/policy created the program?
- d. How has the original policy changed over time?

II. Description of the Social Problem that Necessitated the Program

- a. What social problem(s) is the program intended to address?
- b. How many people are affected by the social problem(s)? (Data documenting the number of people most affected.)
- c. Who is most affected and how? (Data documenting the types of people and groups most affected.)
- d. How are these groups impacted by the problem(s)? [Provide evidence and data documenting the problem(s)' effects. Use professional literature to discuss the consequences that people who experience the problem(s) suffer (for example, mental health, emotional, physical health, etc.) and social outcomes (for example, educational level, income level, living standards, etc.)]
- e. What are the causes of the problem(s)? (Document with professional literature.)

III. Policy Description

- a. How is the policy/program expected to work?
- b. What benefits (resources or opportunities) is the policy/program expected to provide?
- c. Who will be covered by the policy/program? (Persons eligible)
- d. What are the manifest goals of the policy/program?
- e. What are the latent goals of the policy/program?
- f. How will the policy/program be implemented? (How are the goals achieved?)
- g. What are the administrative auspices under which the policy/program will be lodged?
- h. What is the funding mechanism of the policy? (Identify the sources of funding ex., federal or state taxes, client fees, etc.)
- i. What is the funding level? (Amount of money spent annually on the program.)

IV. Policy Analysis

- a. Do the goals of the policy/program positively affect the redistribution of income, resources, rights, entitlements, rewards, opportunities, social equality, and status?
- b. Do the goals of the policy/program contribute to a better quality of life for the target population?
- c. How does the policy/program adversely affect the quality of life of the target population?
- d. To what extent are the goals of the policy/program consistent and inconsistent with the values of the social work profession?

V. Strengths and Weaknesses of the Program

Provide a review of experts' views of the strengths and weaknesses of the program. Students should rely on literature (journal articles, program evaluations, newspapers, government or

agency reports, Congressional hearings, anecdotal reports, etc.) and personal communication from program administrators and other knowledgeable professionals to analyze the strengths and weaknesses of the program.

VI. Recommendations for Program Improvement

Students should discuss experts' suggestions for changing the program to more effectively serve clients (obtained from professional literature). References and personal communication should serve as the basis of students' evaluative judgments.

VII. Reference List in APA format

Students should include a list of the references used including "professional communication" on a separate page at the end of the paper. Students should use at least 10 resources in completing their paper.

Assignment Guidelines

- Students must use headings and subheadings that correspond to those used in the above assignment to identify each section and subsection of the paper.
- Papers should be 10-12 pages in length, double-spaced in APA format.
- Names should be placed on the paper.

Tips for completing the project

- Address each point in the assignment thoroughly.
- Review the grading rubric provided to ensure that all assignment guidelines are addressed as deductions will be made for missing sections.
- Use multiple and varied literature to complete the project.
- Seek assistance from Milner librarian or reference desk if you cannot locate specific information after conducting an initial literature search.
- Review the SW222 Milner Library Class web link discussed at the library orientation session.

On the due date, students should bring a hard copy of the paper to class, on Wednesday, November 9, 2011.

Assignment #5: Attendance and Participation in In-Class Exercises (10%)

Students will not be able to make up any up these exercises.

Students will receive points for attending class sections participating in and/or completing in-class activities during weeks 1, 2, 4, 6, 8, 10, 12, 15, & 16.

Attendance will be taken at the beginning of each face-to-face class meeting. Students who arrive late to class are responsible for letting the instructor know they were present during the break or after class on the day of their absence.

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

Grade Allocation:

Grades for the course will be assigned using the following formula:

Karger & Stoesz Tests	27%
Trattner Tests	18%
Poverty Simulation Reflection Paper	5%
Social Program Analysis	24%
<u>Attendance and In-Class Exercise Participation</u>	<u>26%</u>
Total	100%

Point Allocation:

Assignment	Points Each	Number	Total Points	Grade Percentage
Karger & Stoesz Tests	15	14	210	27%
Trattner Tests	15	9	135	18%
Poverty Simulation Reflection Paper	10	1	40	5%
Social Program Analysis	180	1	180	24%
Attendance & In-Class Activities	25	8	200	26%
Total			765	100

COURSE SCHEDULE

Session 1:	General topic: "Dual nature" of social work practice
Day and Date: Class Meets	Wednesday, August, 24, 2011
Required Readings:	Course text: Icebreaker; Syllabus Review; Private Trouble/Public Issues Class Handout

Session 2:	General topic: Major U.S. Political Philosophies.
Day and Date: Class Meets	Wednesday, August 31, 2011
Required Readings:	Course text: Karger & Stoesz, Chapter 1, "Social Policy and the American Welfare State"
Class Assignment/ Activity	Class Handout—Major Political Perspectives

Session 3:	General topic: Policy Making Process; Colonial Poor Laws
Day and Date: No Class Meeting	Wednesday, September 7, 2011
Required Readings:	Course text: K & S, Chapter 8, "The Making Government Policy" Trattner, Chapter 1, The Background Trattner, Chapter 2, Colonial America

Session 4:	General topic: Policy Analysis
Day and Date: Class Meets	Wednesday, September 14, 2011
Required Readings:	Course text: Karger & Stoesz, Chapter 2, "Social Welfare Policy Research: A Framework for Policy Analysis"
Class Assignment/ Activity	Library orientation to policy resources, by social work librarian, Vanette Schwartz, in Room 213C, Milner Library Main Floor, 10:30-noon.
Session 5:	Discrimination and Revolution-Era Poor Laws/Indoor Relief
Day and Date: No Class Meeting	Wednesday, September,21, 2011

Required Readings:	Course text: Karger & Stoesz,, Chapter 4, “Discrimination in American Society” Trattner, Chapter 3, Era of the American Revolution Trattner, Chapter 4, The Trend Toward Indoor Relief
Session 6:	General topic: Poverty in America
Day and Date: Class Meets	Wednesday, September 28, 2011
Required Readings:	Course text: Karger & Stoesz, Chapter 5: “Poverty in America”
Class Assignment/ Activity	Poverty Line Exercise; History of the Poverty Line

Session 7:	General topic: Social Insurance; COS and Settlement Houses
Day and Date: Poverty Simulation 10/5	Wednesday, October 5, 2011 (Poverty Simulation)
Required Readings:	Course text: Kareger & Stoesz, Chapter 10, “Social Insurance Programs” Trattner, Chapter 5, “The Civil War and After-Scientific Charity” Trattner, Chapter 8, “The Settlement House Movement”
Class Assignment/ Activity	Poverty simulation to be held in the Alumni Center on Wednesday, October 5, 2011, 8:50 am--noon. All SW 222 students should attend and will need to complete a reflection paper analyzing their experience.
Session 8:	General topic: Public Assistance Programs
Day and Date: Class Meets	Wednesday, October 12, 2011
Required Readings:	Course text: Karger & Stoesz, Chapter 11, “Public Assistance Programs”

Class Assignment/ Activity:	Overview of Public Assistance Programs
Assignment Due:	Poverty Simulation Reflection Paper Due Wednesday, October 12, 2011

Session 9:	General topic: Income Distribution and the Quest for Professionalism
Day and Date: No Class Meeting	Wednesday, October 19, 2011
Required Readings:	Course text: Karger & Stoesz, Chapter 9, "Tax Policy and Income Distribution" Trattner, Chapter 10, "Renaissance of Public Welfare" Trattner, Chapter 11, "The Quest for Professionalism" Trattner, Chapter 12, "Social Work and Social Welfare in the 1920s"
Session 10:	General topic: Health Care
Day and Date: Class Meets	Wednesday, October 26, 2011
Required Readings:	Course text: K & S, Chapter 12, "The American Health Care System"
Class Assignment/ Activity	In-class discussion of the American Health Care Center in an International Perspective; Video "Sick Around the World"

Session 11:	General topic: Mental Health Policy and History of Social Welfare
Day and Date: No Class Meeting	Wednesday, November 2, 2011
Required Readings:	Course text: Karger & Stoesz, Chapter 13, "Mental Health and Substance Abuse Policy" Trattner, Chapter 6, "Child Welfare" Trattner Chapter 14, "The Mental Health Movement"

Session 12:	General topic: Child Welfare Policy
Day and Date: Class Meets	Wednesday, November 9, 2011
Required Readings:	Course text: K & S, Chapter 15, "Child Welfare Policy"
Class Assignment/ Activity	Video "Orphan Trains"; Major Child Welfare Legislation Handout
Assignment Due:	Social Program Analyses Due: Wednesday, November 9, 2011

Session 13:	General topic: Food and Rural Policy; New Deal and Great Society
Day and Date: No Class Meeting	Wednesday, November 16, 2011
Required Readings:	Course text: K & S, Chapter 17, "The Politics of Food Policy and Rural Life" Trattner, Chapter, Chapter 13, "Depression and a New Deal" Trattner, Chapter 14, "From World War to Great Society"
Session 14	Thanksgiving Break—No Class
Day and Date: No Class Meeting	Wednesday, November 23, 2011

Session 15:	General topic: Housing Policy
Day and Date: Class Meets	Wednesday, November 30, 2011
Required Readings:	Course text: K & S, Chapter 16, "Housing Policy"
Class Assignment/ Activity	Lecture on Housing and Homelessness Issues Course Evaluation

Activity	
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Session 16:	<i>General topic: Privatization</i>
Day and Date: Class Meets	Wednesday, December 7, 2011
Required Readings:	Karger & Stoesz, Chapter 7, "Privatization and Human Service Corporations"
Class Assignment/ Activity:	Privatization Lecture, Course wrap up

BIBLIOGRAPHY AND FURTHER READINGS

History

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