

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Social Work



SOWO 530 - Foundations of Social Welfare and Social Work
(Section 956)

Fall 2009

INSTRUCTOR: Kelly B. Reath, MSW, PhD

OFFICE/OFFICE HOURS: Friday, 8:00 am – 12:00 pm, or by appointment

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CLASSROOM & TIME: 336 TEDC (BRCC), 2:00-5:00 pm

Course Description

Students will acquire the ability to describe and analyze significant historical and contemporary social welfare policies, critique their effectiveness and understand their specific impact on disadvantaged, vulnerable and oppressed persons.

Course Objectives

At the completion of foundation content related to social welfare policies and services, students are expected to:

1. Demonstrate knowledge of current social welfare policies and programs in the U.S. and the ideals which shaped existing public welfare structures;
2. Identify and describe the social concerns which those structures have or have not been able to address successfully. Special attention will be given to their impact on various family types;
3. Demonstrate an understanding of the role of social work and effects of social policy on historic and contemporary patterns of social welfare service provision;
4. Rigorously evaluate existing research related to social welfare policies and demonstrate knowledge of the development and implementation of contemporary social welfare policy;

Course Objectives (continued)

5. Demonstrate an understanding of the values and ethics of social work that guide professional behavior in the conduct of public policy activities;
6. Demonstrate skill in strategies for advocacy and social change that advance social and economic justice;
7. Identify conditions that promote or deter equal access to resources for minorities and women and be able to discuss concerns related to race, disability, gender and sexual orientation.

Expanded Course Description

This course is designed to help the student understand the context and evolution of the United States' response to social need, including the historical roots of contemporary policies, programs, practices, and ideologies of social welfare, the emergence of the profession of social work, and the history of poverty, inequality, and discrimination. The student will acquire the ability to describe and analyze significant historical and contemporary social policies; critique the effectiveness of these policies; and discuss their specific impact on disadvantaged, vulnerable and oppressed persons.

Required Texts

The following required textbooks may be purchased through On-line Book Ordering for Distance Education at the UNC Health Affairs Bookstore:
<http://www.store.unc.edu/hab/>

Axinn, J. & Stern, M. J. (2008). *Social welfare: A history of the American response to need* (7th ed.). Boston, MA: Allyn and Bacon.

Blau, J. (2007). *The dynamics of social welfare policy* (2nd ed.). New York: Oxford Press.

Related readings listed as **E-Journal** or **E-Reserve** are accessible through the UNC Library system, and should be considered required reading.

Recommended Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Teaching Methods

A supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. The following behaviors will help us develop a supportive environment for learning:

- Listen with care to the ideas of others.
- Clearly articulate your own point of view.
- Avoid absolute statements, generalizations, and anecdotal information.
- Restrain defensiveness.
- Respect yourself and others.
- Link readings and assignments to experience.

The instructor for this course will use a variety of teaching styles so that the course can actively engage students with diverse learning styles. Teaching methods will include a mixture of lecture, discussion, videotapes, large and small group activities, and student presentations.

Class Assignments

Your performance will be graded according to the following criteria:

30 pts. Focus Papers - Three papers (10 pts. each) limited to no more than 3 pages. The paper should be concise yet provide an extensive analysis of the subject area while addressing the impact of policy/practice on client systems, workers, and agencies. Format and instructions will be provided. A minimum of three literature sources outside of classroom readings are required.

20 pts. Exams - Two examinations (On-line Midterm - 10 pts., On-line Final - 10 pts.). The student will be required to integrate assigned readings and class discussions into answers for questions posed.

30 pts. Legislative Analysis - Four groups comprised of students will be expected to research and provide an analysis of specific public legislation. The final group product will include a 10 page (content) double-spaced paper conforming to the APA Manual (6th ed.) and an oral presentation not to exceed 30 minutes. The group as a whole will be assigned one grade (20 pts.) and individual members will receive a separate grade (10 pts.). Instructions for the project will be provided. Groups will be responsible for one of the following pieces of legislation: Personal Responsibility and Work Opportunity Reconciliation Act of 1996; Violent Crime Control and Law Enforcement Act of 1994; Ryan White Comprehensive AIDS Resources Emergency Act of 1990; and American with Disabilities Act of 1990.

Class Assignments (continued)

10 pts. Policy Practice Simulation – Each student will prepare correspondence to an elected official (County Commissioner Chair) influencing policy that originated in the 2008 North Carolina Legislature and is being implemented at the county level. Students are expected to research the policy, present credible rationale, and elicit specific action from the elected official. Methods of legislative advocacy to communicate support or opposition to the policy are a letter and policy brief. Instructions to be provided in class.

10 pts. Participation - Total points awarded are dependent on class attendance (absences above one will result in ½ pt. deduction in participation grade), quality of involvement in class discussion, Discussion Forum, and group assignments.

Grading Scale

H	Clear Excellence	94 - 100 pts.
P	Entirely Satisfactory	80 - 93 pts.
L	Low Passing	70 - 79 pts.
F	Failing	69 pts. and below

Policy on Incompletes and Late Assignments

Students are expected to contribute to class discussion and hand all assignments in on time. Written assignments accepted after 5:00 pm on the designated due date will have 1 point deducted for each day the assignment is late. Assignments may be mailed (using postmark) or submitted electronically via e-mail (using date stamp). No assignments will be accepted after the final class meeting (Dec. 11, 2009). All appeals of grades given to any assignment must be made within two weeks of receiving the grade.

Policy on Academic Dishonesty

All students are expected to abide by the Honor Code found in The School of Social Work Record & Manual. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Please refer to the *APA Publication Manual*, the *SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. A signed pledge from each student stating that, “I have not given or received unauthorized aid in preparing this written work” is expected.

Policy on Accommodations for Students with Disabilities

Students with disabilities that affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered.

COURSE CALENDAR

Aug. 28, 2009

Course Orientation

- *Define Poverty and Policy Practice*
- *Define Leadership*
- Review course syllabus and content
- THOMAS and North Carolina Legislative workshop

Sept. 04, 2009

Early Responses to Need

- *Understand the precedence established by the Poor Laws*
- *Identify the response of poverty in colonial America*
- *Analyze the significance of the burgeoning partnership in social welfare between the public and private sector*
- *Explain the difference between indoor and outdoor relief*

Text Readings

- Axinn/Stern - Chap. 1: Introduction
Chap. 2: The Colonial America Period
Chap. 3: The Pre-Civil War Period

Related Readings

- Bloy, M. (2002). Historical context, 1600-1860: The workhouse – Southwell. *Victorian Webb*. Retrieved from <http://www.victorianweb.org/history/poorlaw/>
- Higginbotham, P. (2008). Workhouse life - Entering and leaving the workhouse. *The Workhouse*. Retrieved from <http://users.ox.ac.uk/~peter/workhouse/index.html>

Assignments

- First Focus Paper assigned - **Working for Welfare: Punishing the Family?**
- Legislative Analysis group assignments

Sept. 11, 2009

Progress in the Era of Reform

- *Identify the role of orphan trains in the evolution of the child welfare movement*
- *Contrast the C.O.S. with the Settlement House movement*
- *Understand the need for developing the social work profession*

COURSE CALENDAR (continued)

Sept. 11, 2009

Progress in the Era of Reform (continued)

Text Readings

- Axinn/Stern - Chap. 4: The Civil War and After
Chap. 5: Progress and Reform
- In-class video - Orphan Trains

Related Readings

- Flexner, A. (1915). Is social work a profession? In *Research on Social Work Practice* (2001), 11, 152-165. **(E-Journal)**
- Richmond, M. (1917). *Social diagnosis* (pp. 25-37, 51-63). New York: Russell Sage. **(E-Reserve)**
- Sabbath, T. (2001). African Americans and social work in Philadelphia, Pennsylvania, 1900-1930. In Carlton-LaNey, I. (Ed.), (2001). *African American leadership: An empowerment tradition in social welfare history* (pp. 17-33). Washington, DC: NASW Press. **(E-Reserve)**
- Wheeler, L. (1983). The orphan trains. *American History Illustrated*, 10-23. **(E-Reserve)**

Assignments

- Initial post on the Discussion Forum (Blackboard) **Due**

Sept. 18, 2009 (AM) **The Depression - A New Deal**

- *Recognize the need for the professionalization of charity work*
- *Analyze the variables associated with the shift from social reform to casework*
- *Appreciate the significance of federal government involvement*
- *Understand the impact of New Deal programs on the profession*

Text Readings

- Axinn/Stern - Chap. 6: The Depression and the New Deal
- In-class video - FDR

Related Readings

- Bortz, A. (n.d.) The historical development of the Social Security Act. *Social Security History*. Retrieved from <http://www.ssa.gov/history/bortz.html>

COURSE CALENDAR (continued)

Sept. 18, 2009 (AM) **The Depression - A New Deal** (continued)

Assignments

- THOMAS Home Page hard-copy **Due**
- North Carolina General Assembly Home Page hard-copy **Due**

Sept. 18, 2009 (PM) **From World War to Great Society**

- *Identify changes associated with the public's perception of poverty*
- *Grasp the significance of targeting poverty as a societal problem*
- *Appreciate the degree of federal commitment in alleviating the needs of the poor*

Text Readings

- Axinn/Levin - Chap. 7: War and Prosperity
- In-class video - LBJ

Related Readings

- Harrington, M. (1962). *The other America* (Chap. 1, pp. 1-18). Baltimore: Penguin Books. **(E-Reserve)**
- Galbraith, J. K. (1958). *The affluent society* (Chap. 23, pp. 323-333). Boston: Houghton Mifflin. **(E-Reserve)**
- Eisenhower, D. D. (1954). Special message on health needs – 1954. In Critchlow, D. T. & Hawley, E. W. (1989). *Poverty and public policy in modern America* (pp. 211-218). Chicago: Dorsey Press. **(E-Reserve)**
- Kennedy, J. F. (1963). Special message on health needs - 1963. In Critchlow, D. T. & Hawley, E. W. (1989). *Poverty and public policy in modern America* (pp. 238-244). Chicago: Dorsey Press. **(E-Reserve)**
- Taft, R. A. (1947). What should congress do about health insurance? In Critchlow, D. T. & Hawley, E. W. (1989). *Poverty and public policy in modern America* (pp. 180-196). Chicago: Dorsey Press. **(E-Reserve)**

COURSE CALENDAR (continued)

Sept. 18, 2009 (PM) **From World War to Great Society** (continued)

Assignments

- 1st Focus Paper **Due**
- 2nd Focus Paper assigned – **In-kind Benefits: Disempowerment?**
- Assigned Legislation Title Page hard-copy **Due**

Sept. 25, 2009

The Paradoxical Era and The War on Welfare

- *Understand why this time period is labeled “paradoxical”*
- *Examine the federal/state relationship relative to social programs*
- *Analyze the variables associated with the social welfare backlash*
- *Grasp significance of social welfare change on U.S. population*

Text Readings

- Axinn/Levin - Chap. 8: Conservative Resurgence and Social Change
- In-class video - Reagan

Related Readings

- Harrington, M. (1984). *The new American poverty* (pp. 14-38, 207-229). New York: Holt, Rinehart and Winston. (**E-Reserve**)
- Haynes, K. (1998). The one-hundred year debate: Social reform versus individual treatment. *Social Work*, 43, 501-509. (**E-Journal**)
- Specht, H. & Courtney, M. (1994). *Unfaithful angels*. (pp. 23-29). New York: The Free Press. (**E-Reserve**)

Assignments

- Written progress report from Legislative Analysis group **Due**

COURSE CALENDAR (continued)

Oct. 02, 2009

Public Policy

- *Define public policy*
- *Distinguish private problems from public problems*
- *Identify concepts influencing the social welfare institution*

Text Readings

- Blau - Chap. 1: Introduction: Social Problems, Social Policy, Social Change
Chap. 2: Definition and Functions of Social Welfare Policy: Setting the Stage for Social Change

Related Readings

- Dobelstein, A. (2003). Understanding social welfare as part of public policy. In *Social welfare: Policy and analysis* (2nd ed.) (pp. 9–29). Chicago: Nelson-Hall Publishers. (**E-Reserve**)
- Haynes, K. & Mickelson, J. (2006). All social work is political. In *Affecting change: Social workers in the political arena* (6th ed.) (pp. 1-5). Boston: Allyn and Bacon. (**E-Reserve**)
- NASW Code of Ethics (<http://www.naswdc.org>)

Assignments

- 2nd Focus Paper **Due**
- 3rd Focus Paper assigned - **The Professional Code: Adequate for Policy Implementation?**
- On-line Midterm available

Oct. 09, 2009

Policy Formulation

- *Understand the information requirements for separate policy making units*
- *Explain the differences between policy making and policy implementation*
- *Identify the stages associated with policy development*
- *Contrast Elitist & Pluralist theory*

COURSE CALENDAR (continued)

Oct. 09, 2009

Policy Formulation (continued)

Text Readings

- Blau - Chap. 3: The Economy and Social Welfare
Chap. 4: The Politics of Social Welfare Policy

Related Readings

- Dobelstein, A. (2003). Social welfare policy making. In *Social welfare: Policy and analysis* (2nd ed.) (pp. 30-53). Chicago: Nelson-Hall Publishers. **(E-Reserve)**
- Haynes, K. & Mickelson, J. (2006). Influence through lobbying. In *Affecting change: Social workers in the political arena* (6th ed.) (pp. 96-115). Boston: Allyn and Bacon. **(E-Reserve)**

Assignments

- Second Legislative Analysis group written progress report **Due**
- Midterm **Due**
- Legislative Advocacy Letter and Policy Brief assigned

Oct. 16, 2009

Policy Analysis

- *Identify and understand three models of policy analysis: Behavioral, Criteria-Based, and Incremental*
- *Differentiate between prospective/retrospective policy analysis*
- *Identify forms of information available for policy analysis*

Text Readings

- Blau - Chap. 5: Ideological Perspectives and Conflicts
Chap. 6: Social Movements and Social Change

Related Readings

- Etzioni, A. (1967). Mixed scanning: A third approach to decision making. *Public Administration Review*, 27, 385-392. **(E-Journal)**
- Lindblom, C. (1959). The science of "muddling through." *Public Administration Review*, 19, 203-213. **(E-Journal)**

Oct. 23, 2009

Fall Break

COURSE CALENDAR (continued)

Oct. 30, 2009

Policy Formulation through Implementation

- *Define street-level bureaucracy*
- *Understand the significance associated with the actions of street-level bureaucrats*
- *Review and apply the Code of Ethics to the policy/practice environment*

Text Readings

- Blau - Chap. 8: Income Support: Programs and Policies
Chap. 9: Jobs and Job Training: Programs and Policies

Related Readings

- Finer, H. (1965). Administrative responsibility in democratic government. In Rourke, F. E. (Ed.). *Bureaucratic power in national politics* (pp. 177-187). Boston: Little Brown. **(E-Reserve)**
- Friedrich, C. J. (1965). Public policy and the nature of administrative responsibility. In Rourke, F. E. (Ed.). *Bureaucratic power in national politics* (pp. 165-175). Boston: Little Brown. **(E-Reserve)**
- Lipsky, M. (1980). *The critical role of street-level bureaucrats* (pp. 3-25). New York: Russell Sage. **(E-Reserve)**

Assignments

- 3rd Focus Paper **Due**

Nov. 06, 2009

No Class

Nov. 13, 2009

Application of Policy Analysis Models

- *Demonstrate the ability to match policy analysis models with specific policy areas*
- *Identify populations served/underserved by existing social policy*

Text Readings

- Blau – Chap. 10: Housing: Programs and Policies
Chap. 11: Health Care: Programs and Policies
Chap. 12: Food and Hunger: Programs and Policies

COURSE CALENDAR (continued)

Nov. 13, 2009

Application of Policy Analysis Models (continued)

Related Readings

- Dobelstein, A. (2003). Framework for policy analysis. In *Social welfare: Policy and analysis* (2nd ed.) (pp. 73–110). Chicago: Nelson-Hall Publishers. **(E-Reserve)**

Assignment

- Legislative Advocacy Letter and Policy Brief **Due**

Nov. 20, 2009

Framework for Understanding Poverty

Text Readings

- Blau – Chap. 13: If You Want To Analyze a Policy.....

Related Readings

- Payne, R. K. (2005). A framework for understanding poverty (4th ed.). (pp. 7–35). Highlands, TX: aha! Process. **(E-Reserve)**

Nov. 27, 2009

Thanksgiving Holiday

Dec. 04, 2009

Legislative Analysis Group Presentations

Assignment

- Legislative Analysis group papers **Due**
- Individual Legislative Analysis participation documentation **Due**
- On-line Final Exam available

Dec. 11, 2009

Final Exam Due

- Legislative Advocacy Letter and Policy Brief Feedback Provided