

**The University of Texas at Austin
School of Social Work**

**Social Problems and Social Welfare Policy
(MSSW Policy I)**

Course Number:	SW N382P	Instructor:	Noël Bridget Busch
Unique Number:	95640	Office Number:	3.130D
Semester:	Summer 2001	Contact Information:	471-3198 nbusch@mail.utexas.edu
Meeting Time/Place:	Tues & Thurs 5:30 – 8:00 p.m. SSW 2.116	Office Hours:	Tuesdays 4:30 – 5:30 p.m. and by appointment

I. Course Description

This course examines, from an historical perspective, the overall structure of the current social welfare system with a focus on its impacts on the experience of vulnerable populations. Throughout the analysis, it also considers the parallel historical development of the professional of social work, including the ways in which it responded to the demands of social problems across key periods of social welfare policy transformations. This is the first of a two-course policy sequence in the MSSW program. In the next course in the sequence (Policy II), you will learn about methods for current policy analysis and evaluation, and you will have the opportunity to analyze in depth a policy of interest to you (e.g. a specific bill passed by the most recent Texas legislature).

II. Course Objectives

1. Understanding of the dominant historical themes that have shaped the social welfare policy debates(s) which is essential for the development of a useful policy orientation toward contemporary issues;
2. Understanding of the economic constraints and opportunities in the development of social welfare programs;
3. Understanding of the interrelationships between the social work profession and the institutional setting within which it developed;
4. Familiarity with the changes in the nature of social problems as well as changes in knowledge and understanding of the factors causing these problems;
5. Knowledge and perspectives on the basic structure, laws, and parameters of current social welfare institutions;
6. Knowledge of the issues relating to the policy arenas of income maintenance, health, mental health, and social services for vulnerable populations;
7. Knowledge of the ways social policies differentially affect majority groups, women, and ethnic minorities, and;
8. Knowledge of the roles and responsibilities of social workers in the policy process.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, field trips, new articles, examinations, readings, and lectures will be considered. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be

prepared to discuss them. However, the instructor may not review all assigned readings in class.

IV. Required Textbooks

Day, Phyllis (2000). A New History of Social Welfare. Needham heights, MA: Allyn and Bacon.

Kozol, Jonathan (1995). Amazing Grace. New York, NY: Perennial Publishers.

Extra Readings:

A series of additional readings, relevant to the topics under discussion, will be assigned throughout the semester.

V. Course Requirements

The final course grade will be determined based on scores of five (5) assignments or criteria that are designed to measure how well each student meets the course objectives. The additional information for completing each assignment is included later in the syllabus or will be distributed by the instructor later in the semester.

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|---|------------------|
| 1. Definition of the term social problem and criteria for measuring such problems | 20% |
| 2. Definition of term social policy, public policy, social welfare policy | 20 points |
| 3. Reaction paper to Kozol book | 30 points |
| 4. Assigned readings summaries and in class discussion | 20 points |
| 5. Participation, preparedness, and contribution to other's learning | <u>10 points</u> |
| | 100 points |

VI. Grading Scale

A = 90 – 100 points
 B = 80 – 89.9 points
 C = 70 – 79.9 points
 F = < 70 points

VII. Students with Disabilities or Special Learning Considerations

Please let me know if you have a learning and/or another disability and if you require special accommodations. I am interested in this class being a productive learning experience for everybody.

VIII. Course Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no "excused" absences. Students missing more than two (2) class sessions will receive a 10% reduction in their overall course grade. Students missing four (4) or more class sessions may receive an "F" for the course. The instructor may use her discretion. As soon as you know that you will not be attending class, please let me know.
3. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) percent penalty per day** (weekend days will be included). All

assignments are due at the beginning of the class period—assignments turned in after 5:30 p.m. will be considered late.

4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
5. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper or an “F” for the course.
6. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and “normal” margins.
7. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Undergraduate Program Director, the Dean of the School of Social Work, and/or the Dean of Students. Students may receive an “F” for the course and other sanctions in accordance with University policies.

IX. Explanation of Assignments

1. Definition of Social Problems:

Each student is required to find a minimum of seven (7) definitions of the concept “social problem.” Included in the definition should be any criteria that the author provides for measuring either a social problem or changes in a social problem. The student is required to provide a brief 1 – 3 paragraph summary of each definition and criteria found. Students should clearly identify the origin of the term/concept social problem. Following your definitions students should include a 2 – 3 paragraph summary critique of the definitions found, paying particular attention to the values or beliefs that appear to be underlying. It may be helpful to pick three or four value points to discuss—common themes that seem to be woven throughout the definitions. These paragraphs are not a repeat summary, rather you should analyze, from a broad scope, about how social problems get or do not get defined and do or do not get onto the public agenda.

The assignment must be typed, double-spaced, and APA style. Use a balanced combination of scholarly references (textbooks and journal articles), Internet sites, other media venues, etc. Going beyond social work is encouraged—consider definitions from public administration, political science, sociology, etc. **On the due date, please bring enough copies to share with your cohorts.**

Due: June 26

2. Defining Social Policy:

Each student is required to identify a minimum of seven (7) definitions of the concept “social policy,” or “public policy,” or “social welfare policy.” Three of the definitions should give a historical or international focus. The source of each definition and anything that can be provided about the author and the time in which the definition was developed should be included. Each student must also provide a summary critique of the definitions found, paying particular attention to the common terms, ideas, themes, differences, foci, gaps, biases, or other features of the definitions. It may be helpful to pick three or four themes to discuss (do not simply repeat the definitions), rather develop & discuss commonalties or the differences of the definitions.

This assignment should be typed, doubled spaces, and APA style. Half of your references should be from scholarly sources, also use the World Wide Web, including organizational websites, and other printed resources. Go beyond social work and include definitions from

political science, public administration, law, etc. **On the due date, please bring enough copies to share with your cohorts.**
Due: July 10

3. Reaction Paper to Kozol Book

Students will write a 5 - 7 page reaction paper related to the Kozol book. The paper should be social problem and social policy focused. Therefore, students should:

- a. Identify ten (10) problems discussed in Amazing Grace.
- b. Briefly describe these problems using an ecological framework.
- c. Which of these do you consider the community's most severe problem? Is this problem a "social problem" or a private issue? Explain your answer.
- d. Social policies may play a role in preventing the spread of social problems. Describe a social policy, that may have prevented the spread or increase in magnitude of the problem you identified.
- e. Social programs or provisions are often developed to alleviate the pain and suffering of people experiencing social problems. What programs or provisions would you develop in order to reduce or ameliorate the problem you identified in "b?"
- f. Are there social justice issues that should social workers should address on behalf of this community? Explain.

This outline may be modified after our in-class discussions of the book.

Due: July 31

4. Assigned Readings & In class Discussions

Each student will be responsible for summarizing two (2) chapters of Day text. The summary should include a list of 10 – 15 of the most salient points of the chapter. (These points may be written in bullet form, but should be complete sentences.) Students should paraphrase the content and ideas rather than using direct quotes. Students will also be responsible for leading the class discussion for that day the chapter is assigned. In order to do this, consider posing one or two questions that we can discuss or develop an in class activity. **ALL students should complete the readings prior to class and be prepared to fully participate in the discussion.**

5. Participation, preparedness, and contribution to other's learning

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice.

We will start every class with a current policy check-in. Students should clip newspaper or magazine articles or summarize news coverage of topics relevant our topic and/or readings for the day and social policy

X. Criteria for Evaluation of Written Work

1. Completeness and thoroughness

How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?

2. Organization and clarity

Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?

3. Referencing

Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discussion of the policy?

4. Originality and Creativity

Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that have not been addressed by others?

XI. Course Calendar

Random assignments for readings will be made in class.

Day & Date	Chapter & Lecture Topics	Readings	Assignments
Thursday, June 7	Introduction and Overview of Policy		See email instructions
Tuesday, June 12	Values & Overview of Policy	Day, Chapter 1	
Thursday, June 14	Beginnings & Social Insurance	Day, Chapter 3	
Tuesday, June 19	Feudalism & Deserving Poor	Day, Chapter 4	Individual Assignment
Thursday, June 21	Institution of Welfare	Day, Chapter 2	Individual Assignment Discussion of first half of Kozol Book
Tuesday, June 26	Welfare in America & TANF	Day, Chapter 5	Individual Assignment Assignment #1 Due
Thursday, June 28	To the Civil War & Hunger	Day, Chapter 6	Individual Assignment
Tuesday, July 3	Welfare State Begins & Health Care	Day, Chapter 7	Individual Assignment
Thursday, July 5	Progressive Era & Poverty Wars	Day, Chapter 8	Individual Assignment
Tuesday, July 10	Great Depression & Children, Elderly, People with Mental Illness	Day, Chapter 9	Individual Assignment Assignment #2 Due
Thursday, July 12	Civil & Welfare Rights & Racism, Sexism, Homophobia	Day, Chapter 10	Individual Assignment
Tuesday, July 17	Return to Past Policy Practice	Day, Chapter 11	Individual Assignment
Thursday, July 19			Work on Assignment # 3 Independently— No Class
Tuesday, July 24	Reactionary Vision	Day, Chapter 12	Individual Assignment Final discussion of Kozol Book
Thursday, July 26	Synergistic Cycle	Day, Chapter 13	Individual Assignment
Tuesday, July 31	Integration & Wrap-up Course evaluations		Assignment # 3 Due

Day & Date	Topic	Reading	Student
Tuesday, June 12	Values	Day, Chapter 1	XXXXXXXXXXXXXXXXXX
Thursday, June 14	Beginnings	Day, Chapter 3	XXXXXXXXXXXXXXXXXX
Tuesday, June 19	Feudalism	Day, Chapter 4	XXXXXXXXXXXXXXXXXX
Thursday, June 21	Institution of Welfare	Day, Chapter 2	
Tuesday, June 26	Welfare in America	Day, Chapter 5	
Thursday, June 28	To the Civil War	Day, Chapter 6	
Tuesday, July 3	Welfare State Begins	Day, Chapter 7	
Thursday, July 5	Progressive Era	Day, Chapter 8	
Tuesday, July 10	Great Depression	Day, Chapter 9	
Thursday, July 12	Civil & Welfare Rights	Day, Chapter 10	
Tuesday, July 17	Return to Past	Day, Chapter 11	
Thursday, July 19			
Tuesday, July 24	Reactionary Vision	Day, Chapter 12	
Thursday, July 26	Synergistic Cycle	Day, Chapter 13	

XII. Recommended Readings

- Anders, G.(1996). *Health against wealth*. New York: Houghton Mifflin.
- Bloom, B. L.(1985). *Community mental health: A general introduction*, 2nd ed. Monterey: Brooks Cole Publishing.
- Chu, F. D., and Trotter, S. (1974). *The madness establishment*. New York: Grossman.
- DiNitto, D.(1985). *Social welfare: Politics and public policy*, 4th ed. Needham Heights, MA: Allyn and Bacon.
- Dunn, W. N.(1994). *Public policy analysis: An introduction*. Englewood Cliffs: Prentice Hall.
- Dye, T. R.(1978). *Understanding public policy*. (3rd ed.). New York: Prentice-Hall.
- Feldman, J. L., and Fitzpartick, R. J.(Eds.)(1992). *Managed Mental Health Care*. Washington, DC: American Psychiatric Association Press.
- Gil, D.G.(1990). *Unraveling social policy: Theory, analysis and political action towards social equity*, 4th ed. Rochester, VT: Schenkman Press.
- Ginsberg, L. (1999). *Understanding Social Problems, Policies, and Programs* (3rd ed.) Columbia, SC: University of South Carolina Press.
- Haynes, K., and Mickelson, J. (1996). *Affecting change: Social workers in the political arena*, 3rd ed. New York: Longman.
- Johnson, H., & Broader, D.S.(1996). *The system: The American way of politics at the breaking point*. Boston: Little, Brown Co.
- Joint Commission in Mental Illness and Health.(1961). *Action for mental health*. New York. John Wiley and Sons.
- Kongstvedt, P. J.(1995). *Essentials of managed health care*. Gaithersburg: Aspen Publishers.
- Levin, B. L., and Petrila, J.(1996). *Mental health services: A public health perspective*. New York: Oxford University Press.
- Manderscheid, R., and Sonnenschein, M.A.(1999). *Mental Health, United States, 1998*. Rockville: Center for Mental Health Services.
- Mauer, B., Jarvis, D., Mockler, R., and Trabin, T.(1995). *How to respond to managed behavioral health care*. Tiburon, CA: Centralink Publications.
- Meenaghan, T. M., and Kilty, K.M.(1993). *Policy analysis and research technology: Political and ethnical considerations*. Chicago: Lyceum Books.
- McCandless, P. (1996). *Moonlight, Magnolias, Madness: Insanity in South Carolina from the colonial period to the progressive era*. Chapel Hill: University of North Carolina Press.
- Mieczkowski, T. (Ed.). (1992). *Drugs, crime, and social policy*. Boston: Allyn and

- Bacon.
- Office of National Drug Control Policy.(1997). *The national drug control strategy: 1997*. Washington, DC. Executive Office of the President.
- Patton, C.V., and Sawicki, D.S.(1993). *Basic methods of policy analysis and planning*, 2nd. ed. Englewood Cliffs, NJ: Prentice Hall.
- Rocheftort, D.A.(1993). *From poorhouses to homelessness: Policy analysis and mental health care*. Westport, CT. Auburn House.
- Rognehaugh, R.(1998). *The managed health care dictionary*. Gaithersburg: Aspen Publications.
- Rothman, D. J.(1971). *The discovery of the asylum: Social order and disorder in the new republic*. Boston: Little, Brown and Co.
- Schamess, G., and Lightburn, A.(eds. 1998). *Humane managed care?* Washington, DC: NASW Press.
- Scott, D.M.(1997). *Social policy and the image of the damaged black psyche 1880-1996*. Chapel Hill: University of North Carolina Press.
- Weiss, L. D.(1997). *Private Medicine and Public Health: Profit, politics and prejudice in the American health care enterprise*. Boulder: Westview Press.

XIII. Online Policy Sites

Department of Health and Human Services: hhs.gov

Administration for children and families: acf.gov

Administration on aging: aoa.gov

Agency for health care research and quality: ahrq.gov

Centers for disease control: cdc.gov

Food and drug administration: fda.gov

Health care financing administration: hcfa.gov

Health resources and services administration: hrsa.gov

Indian health services: ihs.gov

Executive Office of the President: whitehouse.gov

Office of National Drug Control Policy: (1) whitehousedrugpolicy.gov/

(2) whitehousedrugpolicy.gov/policy/papers

Legislation (Current bills): <http://thomas.loc.gov/>

Legislation (previous laws): <http://thomas.loc.gov/home/bdquery.html>

Legislation (copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html>

National Alliance for the Mentally Ill: nami.org

National Institutes of Health: nih.gov

National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html

National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov/

National Institute of Mental Health: nimh.nih.gov/home.cfm

Rand Drug Abuse Policy Research Center: rand.org/centers/dprc

Robert Wood Johnson Substance Abuse Policy Research Center:

phs.bgsm.edu/sshp/rwj/rwj.htm

Substance Abuse and Mental Health Services Administration: samhsa.gov

Center for Mental Health Services: mentalhealth.gov

Center for Substance Abuse Prevention: samhsa.gov/csap

Center for Substance Abuse Treatment: samhsa.gov/csap

Knowledge Exchange Network: ken@mentalhealth.org

Office of Managed Care: mentalhealth.org/cmhs/managedcare

National Association of State Mental Health Program Directors: nashpd.org

National Association of State Substance Abuse and Alcohol Program Directors:

Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us

Texas Commission on Alcohol and Drug Abuse: tcada.state.tx.us

Texas Health and Human Services Commission: hhsc.state.tx.us

Texas Department of Health: tdh.state.tx.us