

**SOCIAL WELFARE PROGRAMS, POLICIES, AND ISSUES**

Social Work 323k  
Fall, 2001  
Unique #: 61535

Mon/Wed 11:00—12:15  
Room: 2.122

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\*Note: SW 323k contains a substantial writing component

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**Course Description**

This course is the second course in the social policy curriculum area required for undergraduate program majors. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and SW 310 (the first course in the social policy sequence). This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on historical, economic, political, and other social conditions that influence policy development in the United States. Specific policy areas discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect major groups as well as populations at risk (e.g. people of color, people with disabilities, women, gay men and lesbians) with a particular emphasis on social and economic justice. Students will learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

**Note on safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

**Note on UT disability policy:** Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

## **Course Objectives**

By the end of the course, students should be able to:

1. Define social policy from a variety of perspectives;
2. Discuss and interpret the history of the development of social policy and the impact of economics, politics, and social values on policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, age) have been addressed;
3. Define key concepts in social welfare policy (e.g. universal, residual, public assistance, social insurance, cash, in-kind);
4. Apply frameworks for analyzing the development of social welfare policy;
5. Apply frameworks for evaluating the effects of social welfare policy;
6. Identify and explain contemporary issues in the development of social welfare policy (e.g. centralized and decentralized policy-making, types of transfers, alternatives for addressing social welfare concerns), including values and ethical dilemmas;
7. Discuss issues and apply theoretical frameworks related to the policy areas of income maintenance, health, mental health, child welfare, and aging;
8. Analyze the impact of social welfare policy in terms of social and economic justice (i.e. differential effects on minority groups and particular populations including people of color, people with disabilities, women, gay men and lesbians; and
9. Analyze the roles of social workers in the social policy process and the effects of social policies on social work practice.

## **Teaching Methods**

The method of the course is founded upon student participation. As professional advocates, it is essential for credentialed social workers to be able to articulate ideas clearly and persuasively. All students are encouraged to participate through discussions in class, via e-mail, or with the instructor or teaching assistant during office hours. The format will include lectures, videos, guest presentations, weekly readings, framed discussions, group exercises, and student briefings.

## **Required Readings**

DiNitto, Diana (1999). Social Welfare: Politics and Public Policy, 5<sup>th</sup> ed. Needham Heights, MA., Allyn and Bacon.

Shirk, Martha, Neil G. Bennet, and J. Lawrence Aber. 1999. Lives On The Line: American Families And The Struggle To Make Ends Meet. Westview Press.

A packet of other required readings will be available at Longhorn Copy (471-1615).

### **Course Requirements**

There are no in-class midterms or final exams. Students will be graded on a series of proportionally weighted requirements, including:

- A) Class Participation (10%)
- B) Weekly Response Papers (20%)
- C) Documentary/Movie Review (15%)
- D) Take Home Essay (30%)
- E) Social Welfare Briefing (25%)

#### **Class Participation**

Students will be graded on the quality of their contribution to the collective learning pursuits of the class, including participation in class and group e-mail discussions and/or office visits with the instructor/TA. At the end of the semester students will provide a self-assessment of their participation to the instructor.

#### **Weekly Response Papers**

Students will be graded on the submission of ten (10) one to two page, 1.5 spaced, **typed** response papers to each week's scheduled readings. Each response should include a brief summary of the central issues and your response to any of the author's (or authors') main points. With multiple readings, the response papers should be synthetic; that is, highlight the main points and your response to the readings taken as a whole. In your papers, feel free to ask questions about issues that are confusing you, about theory or methods, implications, etc. The purpose of the response papers is to motivate you to read the weekly material critically and allow you an opportunity to think through the readings. The papers will be due at the beginning of class each week on Monday. Students may turn in no more than one response per week.

#### **Documentary/Video Review**

Prepare a review of one movie that is available at a local video store. The review should be 4-5 pages and 1.5 spaced. Evaluation will be based upon how clearly you describe the content of the movie and how you respond to the following:

- a) What main points are presented?
- b) How effectively does the movie cover the subject of poverty? Why/why not?
- c) How does each movie relate to the information that has been discussed in class?
- d) Did you enjoy the movie? Why/why not?

Because this is a short paper, you will need to be concise, making your points clearly and succinctly. Your critical point of view is more important than merely summarizing the main issues and activities of the film.

**Assignment Due Date:** Please notify me of the video(s) you plan to review by the 3rd week of class (Monday, 9-10). The papers are due by the beginning of Week 9 (Oct 22).

### **Titles available at local video stores**

#### **Feature Films**

El Norte  
King of the Hill  
Love Your Mama  
Norma Rae  
Matewan  
The Grapes of Wrath  
South Central  
The Saint of Ft. Washington  
A Tree Grows in Brooklyn  
The Migrant  
The Crowd  
Strapped  
La Ciudad  
Bread and Roses

#### **Documentaries**

Vernon, Florida  
Promised Land  
Women's options: The Experience and  
Wisdom of Seven Women Below the  
Poverty Line  
Hoop Dreams  
Hidden in America  
Los Trabajadores

### **Take Home Essay**

A short list of questions will be handed out to students during the ninth week. Students will then have one week to submit a ten to twelve (10-12) page essay response. The questions will focus on major issues or problems addressed in class readings, lectures, and discussions. The assignment provides students the opportunity to demonstrate their understanding of social welfare policy and issues surrounding economic security, and develop their own relevant ideas as they resonate with the course materials.

### **Social Welfare Briefing**

Students must team up with a classmate to develop a presentation or briefing paper based on the investigation and evaluation of a particular social welfare policy or program as it relates to problems, issues, programs, and other material covered in class. Students may choose to either present their briefing in class during the final two weeks of the course or submit a 5-7 page briefing paper to the instructor and fellow class members on 11/28. Subjects selected for this assignment must be pre-approved by the instructor. **More information about this assignment will be given during the third week of class.**

## Grades

Grades will be determined as follows:

90-100	A
80-90	B
70-80	C
60-70	D
59 and below	F

## Course Evaluation

At mid-term students will have the opportunity to anonymously evaluate the course and the instructor. Feedback from this evaluation will be used, to the extent possible, to strengthen the remainder of the course. At the end of the term students will have the opportunity to evaluate the course and the instructor using the official Course Instructor Survey of the School of Social Work at the UT-Austin. Of course, constructive feedback on the class is welcome throughout the duration of the term.

## Course Schedule

Date	Description	Text/Readings
Week 1 8/29	Introduction and overview of the course Rules for being a conscious social worker	
Week 2 9/5	<b>No class on Monday due to holiday</b> Theories of the welfare state	Loeb, <i>We don't have to be saints</i> Bettman, pp. 42-45, 67-81, 148-151
Week 3 9/10, 9/12	Highlights of social work history The Children's Bureau Social Gospel Movement	Gourley, <i>Good girl work</i> Ladd-Taylor, <i>Before the baby comes...</i> Sinclair, chap's 13-14, pp. 125-140
Week 4 9/17, 9/19	Video/lecture: The New Deal and the Great Depression	Abramovitz, chap. 7 <i>The emergence of the modern welfare state</i> Fisher, <i>The Great Depression</i> Terkel, <i>Hard Times</i>

Week 5 9/24, 9/26	The War on Poverty and the Great Society Social Movements in the 60's From the war on poverty to the war on the poor	Day, chap. 10 Robinson, <i>Race to class...</i> <u>Lives on the Line</u> , ch. 1&2
Week 6 10/1, 10/3	Poverty and inequality in America Is inequality evil? Myths and realities of poverty Class exercise	Anelauskas, ch. 1 DiNitto, chap. 3 Rector, <i>myth of widespread American poverty</i>
Week 7 10/8, 10/10	Welfare reform PBS video: Welfare as we know it	CPPP, <i>Texas poverty</i> Ehrenreich, <i>Nickel and dimed...</i> DiNitto, Chap. 6
Week 8 10/15, 10/17	Myths and realities of welfare What's right with welfare? What charity can and cannot do	Dodson, <i>Losses and loathing in the welfare years...</i> Chute, <i>Faces in the hands</i> <u>Lives on the Line</u> , ch. 7&10
Week 9 10/22, 10/24	Corporate welfare Corporations gonna get your mama What's an economy for? Guest lecturer: <b>Prof. Bob Jensen</b>	Olasky, <i>Gov't programs cannot solve poverty</i> Hightower, <i>Getting a leg up on corporations</i> Nader, <i>Billions for corporations...</i> Moore, <i>Big welfare mamas</i> Holhut, <i>real welfare cheats</i>  <b>*Movie review due*</b>
Week 10 10/29, 10/31	The demographics of aging Social Security: America's #1 anti-poverty tool Guest lecturer: <b>Shirley Haulotte, MSW</b>	Brandstarter, <i>From baby boom to geezer glut</i> DiNitto, chap. 4 Cocco, <i>A woman's issue?</i>  <b>*Take home essay assigned</b>
Week 11 11/5, 11/7	Health care policy in the U.S. Managed care or managed costs? Guest lecturer: <b>Dr. Cecilia Schulte:</b> "Managed care or managed costs?"	Angell, <i>Medicare's the model</i> DiNitto, chap. 8 <u>Lives on the Line</u> , ch. 3  <b>*Take home essay due (11/7)</b>

Week 12 11/12, 11/14	International perspectives Family values vs. valuing families Free trade vs. Fair trade	America, <i>Fighting against sweatshop abuses</i> Wilson, <i>A broader vision</i> <u>Lives on the Line</u> , ch. 12
Week 13 11/19, 11/21	Towards the common good Frameworks for evaluating good social policy	DiNitto, chap. 12 Ehrlich, <i>Toward global security</i> Funicello, <i>Ending poverty as we know it</i>
Week 14 11/26, 11/28	Student policy briefings	No readings assigned
Week 15 12/3, 12/5	Student policy briefings	No readings assigned
12/13 9-12, if needed	Student Policy Briefings – Final TBA	

### Full Citations for Reserve Readings

#### Week 1

No reserve readings assigned.

#### Week 2

Loeb, Paul R. (1999). We Don't Have to Be Saints. In Soul of a Citizen: Living with Conviction in a Cynical Age. New York: St. Martin's Press

Bettman, O. (1974). The Good Old Days: They Were Terrible! New York, Random House.

#### Week 3

Gourley, Catherine. (1999). Good Girl Work: Factories, Sweatshops, and How Women Changed Their Role in the American Workforce. Brookfield, CT.: Millbrook Press.

Ladd-Taylor, M. (1986). Raising a Baby the Government Way: Mothers' Letters to the Children's Bureau, 1915-1932. New Brunswick, N.J., Rutgers University Press.

Sinclair, U. (1906). The Jungle. New York, Bantam Books.

#### **Week 4**

Abramovitz, M. (1988). The Great Depression and the Social Security Act: The emergence of the modern welfare state. Regulating the Lives of Women: Social Welfare Policy From Colonial Times to the Present. Boston, MA, South End Press.

Fisher, Harry (1997). The Great Depression. In Comrades: Tales of a Brigadista in the Spanish Civil War. Lincoln, NE: University of Nebraska Press

Terkel, Studs. (1986). Hard Times: An Oral History of the Great Depression. New York: Pantheon Books.

#### **Week 5**

Day, Phyllis (1997). Civil and Welfare Rights in the New Reform Era. In A New History of Social Welfare. Needham Heights, MA: Allyn and Bacon.

Robinson, Randall (2001). Race to Class to Race. In The Debt: What America Owes to Blacks. New York, N.Y.: Plume.

#### **Week 6**

Anelauskas, Valdas (1999). The Best System the Moneyed Can Buy. Chapter 1 in Discovering America As It Is, Atlanta, GA., Clarity Press, Inc.

Rector, Robert (1998). The Myth of Widespread American Poverty. Washington D.C.: Heritage Foundation.

#### **Week 7**

Center for Public Policy Priorities (2001). Texas Poverty: An Overview.

Ehrenreich, B. (1999). "Nickel and dimed: On (not) getting by in America." Harpers Magazine(January).

#### **Week 8**

Dodson, L. (1998). Losses and loathing in the welfare years. Don't Call Us Out of Name: The Untold Lives of Women and Girls in Poor America. Boston, MA., Beacon Press.

Chute, Carolyn. (2000). Faces in the Hands. In I Was Content and Not Content: The Story of Linda Lord and the Closing of Penobscot Poultry. Carbondale, Il.: Southern Illinois University Press.

#### **Week 9**

Olasky, Marvin (1998). Government programs cannot solve poverty. In Inequality: Opposing Viewpoints in Social Problems. San Diego, CA: Greenhaven Press.

Hightower, J. (1997). Getting a Leg Up On Corporations. There's Nothing In The Middle of the Road But Yellow Stripes and Dead Armadillos. New York, Harper Perennial: 28-39.

Nader, R. (1996). Billions for Corporations, Bills for People. Corporation Are Gonna Get Your Mama: Globalization and the Downsizing of the American Dream. K. Danaher. Monroe, ME, Common Courage Press: 69-72.

Moore, Michael (1997). Big Welfare Mamas. In Downsize This! Random Threats From An Unarmed American. New York: Harper Press.

Holhut, Randolph (2001). The Real Welfare Cheats: Corporate America. [internet listing cited 2001]. Available from [www.mdle.com/writtenword/rholhut/jolhut3.htm](http://www.mdle.com/writtenword/rholhut/jolhut3.htm)

### **Week 10**

Brandstrater, J.R. (2000). *From baby boom to geezer glut* [internet listing]. Scientific American 2000 [cited 12/28/2000 2000]. Available from <http://sciam.com>.

Cocco, Marie (2001). A Women's Issue? Social Security. Austin-American Statesman. July 6, 29-A.

### **Week 11**

Angell, Marcia (2001). Medicare's the model for true patients' rights. Houston Chronicle, July 2, 39A.

### **Week 12**

(2000). Fighting against sweatshop abuses. America. **182**: 7-12.

Wilson, W.J. (1996). A Broader Vision: Social Policy Options in Cross-National Perspective. Chapter 7 in When Work Disappears: The World of the New Urban Poor. New York: Vintage Books.

### **Week 13**

Ehrlich, Paul; Ehrlich, Anne, & Daily, Gretchen (1995). Toward Global Security. In The Stork and the Plow: The Equity Answer to the Human Dilemma. New York: Putnam Books.

Funciello, T. (1993). Ending Poverty As We Know It. Tyranny of Kindness: Dismantling the Welfare State To End Poverty In America. New York, The Atlantic Monthly Press: Chapter 9, 297-320.

### **Week 14**

No reserve readings assigned.

### **Week 15**

No reserve readings assigned.

## Selected Web Sites on Poverty, Antipoverty Policy, and Welfare Reform

Institute for Research on Poverty ([www.ssc.wisc.edu/irp/](http://www.ssc.wisc.edu/irp/))  
See their own publications as well as their links to other poverty-related sources.  
The IRP also publishes FOCUS, an excellent welfare and policy related journal.

Joint Center for Poverty Research ([www.jcpr.org/](http://www.jcpr.org/))

The Urban Institute ([www.urban.org/index.htm](http://www.urban.org/index.htm))

Center for Research on Child Well-being ([www.wws.princeton.edu:80/~crcw](http://www.wws.princeton.edu:80/~crcw))

Manpower Demonstration Research Corporation ([www.mdrc.org](http://www.mdrc.org))  
The MDRC is a non-profit, nonpartisan social policy research organization. The MDRC leads the field in evaluations of welfare-to-work programs.

The Brookings Institution ([www.brook.edu/](http://www.brook.edu/))

National Center for Children in Poverty (<http://cpmnet.columbia.edu/dept/nccp/>)

Mathematica Policy Research ([www.mathematica-mpr.com/](http://www.mathematica-mpr.com/))

*The following is a list of advocacy research organizations that provide useful information:*

Center on Budget and Policy Priorities ([www.cbpp.org](http://www.cbpp.org))

Center for Law and Social Policy ([www.clasp.org](http://www.clasp.org))

Children's Defense Fund ([www.childrensdefense.org/](http://www.childrensdefense.org/))

The Electronic Policy Network ([www.epn.org](http://www.epn.org))  
The EPN has extensive links to other liberal research centers and The American Prospect, a bi-monthly journal.

Welfare Information Network ([www.welfareinfo.org](http://www.welfareinfo.org))

*Government sites of interest:*

U.S. Census Bureau ([www.census.gov/](http://www.census.gov/))

Congressional Budget Office ([www.cbo.gov](http://www.cbo.gov))

Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov))