

Course Number: SW 323K**Instructor:** Miguel Ferguson**E-mail Address:**miguelf@mail.utexas.edu**TA:** Laura Whitekettle

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Unique Number: 65700**Office Number:** SSW 3.122b**Semester:** Fall 2006**Office Phone:** 232-5914**Meeting Time/Place:** Mon-Weds 11:00-12:15/SSW 2.132**Office Hours:** After class or by appt.

SOCIAL WELFARE PROGRAMS, POLICIES, AND ISSUES

Course Description

This course is in the social policy curriculum area required for undergraduate program majors, and 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 social problems and 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 vulnerable populations (e.g. people of color, people with disabilities, women and children, and the elderly) 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.

Pre-requisites for this course include Government 310L and 312L (or their equivalents), an introductory economics course, and SW 310 (the first course in the policy sequence.)

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. Articulate why our understanding of social policy is essential to performing social work responsibilities and understanding the issues;
2. Define social policy from a variety of perspectives;
3. Discuss and interpret the historical development of social policy and the impact of economics, politics, and social values on policy formation in the U.S. and the ways that issues of diversity (such as culture, class, gender, physical or mental stability, age) have been addressed;
4. Apply conceptual frameworks for analyzing the development of social welfare policy;
5. Define key concepts in social welfare policy (e.g. universal, residual, public assistance, social insurance, cash, in-kind);
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. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable sub-groups;
8. Analyze the impact of social welfare policy in terms of social and economic justice (i.e. differential effects on minority groups and vulnerable populations including ethnic minorities, people with disabilities, women, gay men and women, etc.);
9. Discuss issues and apply theoretical frameworks related to the policy areas of income maintenance, health, mental health, child welfare, and aging;
10. Analyze the roles social workers play in the formation of social policy 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

This course does not use a textbook. Rather, course readings are drawn from an extensive assortment of articles, book chapters, essays, and electronic media sources. The semester begins with a brief review of the evolution of social welfare policy in the U.S. Frameworks for understanding the origins of the modern welfare state are then

developed. In particular, these frameworks seek to explain the patchwork of services that form the foundation of, as the title of a popular textbook describes, the “reluctant” U.S. welfare state. The course proceeds to examine trends in poverty, inequality, and social welfare across major historical eras, culminating in an examination of contemporary problems and policies. Since the course is taking place while U.S. troops are engaged in combat in Iraq and Afghanistan, the impact of U.S. foreign policy and electoral politics will be interwoven throughout the course. Because the past is prologue to the devolution that is currently taking place in the structure of relief and social welfare, by connecting historical efforts with contemporary policy responses we will be better equipped to understand and evaluate current social problems and attempts to address them via policy.

A packet of required readings is available at University Duplicating Service (471-1615). Please call ahead to make sure copies of the reading packet are available.

Course Requirements

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

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|----|---------------------|-------|
| A) | Class Participation | (10%) |
| B) | Weekly Quizzes | (25%) |
| C) | Book Review | (20%) |
| D) | Food Stamps Paper | (20%) |
| E) | Opinion Editorial | (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. Since attendance is a key condition of participation, more than two absences will result in a letter grade at *least* one grade below an “A”. Each subsequent absence will reduce the overall participation grade by one letter grade. At the end of the semester students will provide a self-assessment of their participation, to include extra-curricular activities that relate to course topics, that will be used to inform the final participation grade.

⊗ Weekly Quizzes

Students will be given five (5) quizzes throughout the semester. The quizzes will ask basic questions about class lectures and readings, so it will be important for students to be thoroughly familiar with the readings and lecture material previously discussed in class. Students will be allowed to drop the lowest grade they receive for a total of four quiz scores. Because of this drop policy, **no** make-up quizzes will be given. Quizzes will be given on the following dates: **Sept. 18, October 2, 16 & 30, and November 20.**

⊕ Book Review

Prepare a review of one book from the following list. The review should be 4-6 pages and 1.5 spaced. Evaluation will be based upon how clearly you describe the content of

the book and the analysis you provide of the book's main points. Reviews should also respond to the following:

- a) What main points are presented?
- b) How effectively does the book cover the subject of poverty and/or social policy? Defend your answer.
- c) What are the primary strengths and weaknesses of the book?
- d) In what ways does the book relate to the information that has been discussed in class and/or class readings? Critically relate information from the book to two or three of the course readings.
- e) Would you recommend the book, and if so, to what audience? 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 points of the book. **The review is due on October 25.**

Choose one of the following (all are available in paperback at local bookstores):

1. American Dream: Three Women, Ten Kids, and a Nation's Drive To End Welfare by Jason Deparle
2. The Working Poor: Invisible in America by David Shipler
3. Reason: Why Liberals Will Win the Battle For America by Robert Reich

⊗ **Food Stamps Report**

It is important for social work students to have personal experience with issues that affect low-income clients. You may elect to fulfill one of the following two options:

Option 1 – submit a 5-7 page report on what it was like to live within the budget and rules of the food stamp program for two weeks; or

Option 2 – submit a 5-7 page report that provides a detailed accounting of your food purchases/expenses for two weeks. The report should examine and compare these purchases in light of food stamp budget allowances and regulations. Both options are intended to familiarize students with the food stamp program, and to demonstrate your knowledge of program strengths and weaknesses. The reports may be submitted during weeks 5-12 (**September 25-November 15**). Whatever option you choose to pursue, the paper should include the following:

- 1) Be clear about which option you have chosen (and why);
- 2) Demonstrate an awareness of the rules that apply to the food stamps program;
- 3) Provide information about what it takes to apply for and receive food stamps;

- 4) Describe an appropriate food stamps budget for your household, and defend the appropriateness of the level you have chosen;
- 5) Provide an analysis of the strengths and weaknesses of the program (conceptually and based on your experience) and recommendations to improve the program based on your analysis;
- 6) Clearly and accurately document your purchases during the two-week period;
- 7) Summarize your experience (was it valuable? What was learned? Etc.) and describe the extent to which you feel it is a useful part of social work training.

⊗ **Op-Ed/Briefing**

Students must team up with a classmate to develop an Opinion Editorial related to problems, issues, programs, policies and other material covered in class. Students who successfully publish an op-ed in any one of Texas’ ten largest daily newspapers will receive an automatic 100% for the assignment. Students will be required to succinctly summarize their Op-Eds in briefings in class during the final two weeks of the course. 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:

92-100	A
83-91	B
74-82	C
65-73	D
64 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 8/30	Introduction and overview of the course Rules for being a conscious social worker	Reisch & Andrews, <i>Social Work: A radical profession?</i> LeCroy, <i>Passion for justice</i>

Week 2 9/6	No class on Monday due to holiday Theories of the welfare state	Barash, "Introduction" Katz, "Introduction"
Week 3 9/11, 9/13	Highlights of social work history The Children's Bureau Great Depression	Almgren et al, "The Legacy of Hull House..." Wagner, "What the forefathers had in mind" Mink, "Wages for motherhood"
Week 4 9/18, 9/20	Video/lecture: The New Deal and the Great Depression Quiz #1	McElvaine, "Reactions to Hoover" Quadagno, "Welfare capitalism..." Coontz, "American families in the 1950s"
Week 5 9/25, 9/27	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 * On 9/27 class will meet at the LBJ library	Kiester, "The GI Bill..." Moynihan, "Tangle of pathology" Jansson, "Johnson's social welfare legacy" Chandler, "Curiously uninvolved"
Week 6 10/2, 10/4	Poverty and inequality in America Is inequality evil? Myths and realities of poverty Class exercise Quiz #2	Rector, "Myth of widespread American poverty" Curley, "Theories of urban poverty" Peck & Segal, "Latent and sequential costs of being poor" Muhammad et al, "The state of the dream"
Week 7 10/9, 10/11	Poverty cont'd The color of policy Welfare reform Video: Legacy	CPPP, "Texas poverty" Lindhorst & Mancoske, "Race, gender, and class..." Hymowitz, "How welfare reform worked" Courtney, "Welfare reform's shortcoming" Huntington, "The Hispanic challenge"

Week 8 10/16, 10/18	Video: cont'd Myths and realities of welfare Marriage Initiatives & family trends What's right with welfare? Quiz #3	Segal & Kilty , " <i>Political promises...</i> " Huston & Melz , " <i>The case for (promoting) marriage</i> " Popenoe , " <i>American family decline</i> " Stacey , " <i>Good riddance to 'the family'</i> "
Week 9 10/23, 10/25	Corporate welfare Corporations gonna get your mama What's an economy for? Guest lecturer: Prof. Bob Jensen Conservative philosophy & electoral politics *Book Review due	Hightower , " <i>Return of the Robber barons</i> " Green , " <i>Cost of money</i> " Horowitz , " <i>A conservative hope</i> "
Week 10 10/30, 11/1	Conservative philosophy & electoral politics cont'd Talkin' about taxes We're all on welfare now Quiz #4	Ivins , " <i>The uncompassionate conservative</i> " Beverly , " <i>What social workers need to know...</i> " Brouwer , " <i>Taxes: Would robbers cheat?</i> " Burka , " <i>Weirdest Governor's race...</i> "
Week 11 11/6, 11/8	The demographics of aging Social Security: America's #1 anti-poverty tool Guest lecturer:	Kotlikoff & Burns , " <i>From strollers to walkers</i> " Newman , " <i>Old before our time</i> " Galbraith , " <i>The parent trap</i> " Clearinghouse , " <i>Survivors benefits</i> "
Week 12 11/13, 11/15	International perspectives Family values vs. valuing families *Food Stamp paper due	Hills & Waldfogel , " <i>A third way in welfare reform?</i> " Johnson , " <i>Sorrows of empire</i> " Hawkins , " <i>From self-sufficiency...</i> "
Week 13 11/20	Towards the common good Frameworks for evaluating good social policy	Pyles , " <i>Towards a post-Katrina framework</i> " Alstott , " <i>Implementing caretaker resource accounts</i> "

	Quiz #5 *No class on 11/22 due to Thanksgiving Holiday	Ehrlich & Ehrlich, <i>“Sustainable governance in America”</i>
Week 14 11/27, 11/29	Class exercises Video: Influencing State Policy *Op-eds due 11/29	Hofer, <i>“Getting involved”</i>
Week 15 12/4, 12/6	Op-ed discussions Course evaluations 12/6	

Full Citations for Reserve Readings

Week 1

Reisch, M., & Andrews, J. (2001). Social Work: A Radical Profession?, *The Road Not Taken: A History of Radical Social Work in the United States* (pp. Chapter 1). Philadelphia: Brunner-Routledge.

LeCroy, C. (2002). Passion for Justice, *The Call to Social Work: Life Stories* (pp. Chapter 3). Thousand Oaks: Sage Publications.

Week 2

Barash, D. (1992). Introduction, *The "L" Word: An unapologetic, thoroughly biased, long-overdue explication and celebration of liberalism* (pp. 11-30). New York: William and Morrow.

Katz, W. L. (2001). Introduction. In W. L. Katz & L. R. Lehman (Eds.), *The Cruel Years: American Voices at the Dawn of the 20th Century* (pp. xii-xliv). New York: Apex Publishing.

Week 3

Almgren, G., Kemp, S., & Eisenger, A. (2000). The Legacy of Hull House and the Children's Bureau in the American Mortality Transition. *Social Service Review*, 1-27.

Wagner, D. (2005). What the Forefathers Had in Mind: The Purpose and Contradictions of the Poorhouse, *The Poorhouse: America's Forgotten Institution* (pp. 39-58). Lanham, MD: Rowman & Littlefield.

Mink, G. (1995). Wages for Motherhood: Mother's Pensions and Cultural Reform, *The Wages of Motherhood: Inequality in the Welfare State, 1917-1942* (pp. 27-52). Ithaca, NY: Cornell University Press.

Week 4

McElvaine, R. S. (1983). Reactions to Hoover and Economic Breakdown. In R. McElvaine (Ed.), *Down and Out in the Great Depression: Letters from the Forgotten Man* (pp. Chapter 1). Chapel Hill, N.C.: University of North Carolina Press.

Quadagno, J. (1984). Welfare capitalism and the Social Security Act of 1935. *American Sociological Review*, 49(October), 632-647.

Coontz, S. (1992). "Leave It to Beaver" and "Ozzie and Harriet": American families in the 1950s, *The Way We Never Were: American Families and the Nostalgia Trap* (pp. Chapter 2). New York: Basic Books.

Week 5

Kiester, E. (1994). The G.I. Bill may be the best deal ever made by Uncle Sam. *Smithsonian*, 25(8), 128-137.

Moynihan, D. P. (1965). *The Tangle of Pathology*. Chapter 4 in *The Negro Family*:

The Case For National Action. Available:

<http://www.dol.gov/asp/programs/history/moynchapter4.htm> [2006, August 8].

Janssen, B. S. (2001). Johnson's Social Welfare Legacy, *The Reluctant Welfare State* (4th ed., pp. 248-252). Belmont, CA.: Wadsworth.

Chandler, S. (2004). "Curiously uninvolved": Social work and protest against the War in Vietnam. *Journal of Sociology and Social Welfare*, 31(4), 3-20.

Week 6

Rector, R. (1998). *The Myth of Widespread American Poverty* (#1221). Washington D.C.: Heritage Foundation.

Curley, A. (2005). Theories of urban poverty and implications for public housing policy. *Journal of Sociology and Social Welfare*, 32(2), 97-119.

Peck, L., & Segal, E. (2006). The Latent and Sequential Costs of Being Poor: Exploration of a Potential Paradigm Shift. *Journal of Poverty*, 10(1), 1-24.

Muhammad, D., Davis, A., Lui, M., & Leondar-Wright, B. (2004). *The State of the Dream: Enduring Disparities in Black and White*. United for a Fair Economy. Available: http://www.faireconomy.org/press/2004/StateoftheDream2004_pr.html [2004, December 8].

Week 7

Texas Poverty: An Overview(2002). Center for Public Policy Priorities [2002, July].

Lindhorst, T., & Mancoske, R. (2003). Race, gender, and class inequities in welfare reform. *Race, Gender & Class*, 10(2), 27-40.

Hymowitz, K. (2006, Spring). How welfare reform worked. *City Journal*.

Courtney, M. (2006, July 24). Welfare Reform's Shortcoming. *Washington Post.com*, pp. 19.

Huntington, S. (2004). The Hispanic Challenge. *Foreign Policy* (141), 30-45.

Week 8

Segal, E., & Kilty, K. (2003). Political Promises for Welfare Reform. In E. Segal & K. Kilty (Eds.), *Rediscovering the Other America: The Continuing Crisis of Poverty and Inequality in the United States* (pp. 51-68). New York: Haworth Press.

Huston, T., & Melz, H. (2004). The case for (promoting) marriage: The devil is in the details. *Journal of Marriage and Family*, 66(November), 943-958.

Popenoe, D. (1993). American family decline, 1960-1990: A review and appraisal. *Journal of Marriage and the Family*, 55(3), 527-555.

Stacey, J. (1993). Good riddance to "The Family": A response to David Popenoe. *Journal of Marriage and the Family*, 55(3), 545-547.

Week 9

Hightower, J. (2000). Return of the Robber Barons, *If the Gods Had Meant Us to Vote They Would Have Given Us Candidates* (pp. 173-224). New York: HarperCollins.

Green, M. (2004). The Cost of Money. In J. Skolnick & E. Currie (Eds.), *Crisis in American Institutions* (pp. Chapter 2). Boston, MA.: Pearson Education.

Horowitz, D. (1998). A Conservative Hope, *The Politics of Bad Faith: The Radical Assault on America's Future* (pp. Chapter 6). New York, NY: The Free Press.

Week 10

Ivins, M. (2003). The Uncompassionate Conservative. *Mother Jones*, 45-47.

Beverly, S. (2002). What social workers need to know about the Earned Income Tax Credit. *Social Work*, 47(3), 259-266.

Brouwer, S. (2004). Taxes: Would Robbers Cheat?, *Robbing Us Blind: The Return of the Bush Gang and the Mugging of America* (pp. Chapter 6). Monroe, ME: Common Courage Press.

Burka, P. (2006, July). The Weirdest Governor's Race of All Time. *Texas Monthly*.

Week 11

Kotlikoff, L., & Burns, S. (2004). From Strollers to Walkers, *The Coming Generational Storm: What You Need to Know About America's Economic Future* (pp. Chapter 1). Boston, MA: MIT Press.

Newman, K. (2003). Old Before Our Time, *A Different Shade of Gray: Midlife and Beyond in the Inner City* (pp. Chapter 5). New York: The New Press.

Galbraith, J. (2005, May/June). The Parent Trap. *Mother Jones*, 26-29.

Survivors Benefits: First line of protection in the wake of recent tragedies (2001). New York: Clearinghouse on International Developments in Child, Youth, and Family Policies.

Week 12

Hills, J., & Waldfogel, J. (2004). A "Third Way" in Welfare Reform? Evidence from the United Kingdom. *Journal of Policy Analysis and Management*, 23(4), 765-788.

Johnson, C. (2004). The Sorrows of Empire, *The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic* (pp. Chapter 10). New York: Metropolitan Books.

Hawkins, R. (2005). From self-sufficiency to personal and family sustainability: A new paradigm for social policy. *Journal of Sociology and Social Welfare*, 32(4), 77-92.

Week 13

Pyles, L. (2006). Towards a Post-Katrina Framework: Social Work as Human Rights and Capabilities. *Journal of Comparative Social Welfare*, 22(1), 79-88.

Alstott, A. (2004). Implementing Caretaker Resource Accounts, *No Exit: What Parents Owe Their Children and What Society Owes Parents* (pp. Chapter 10). New York, N.Y.: Oxford University Press.

Ehrlich, P., & Ehrlich, A. (2004). Sustainable Governance in America, *One with Nineveh: Politics, Consumption, and the Human Future* (pp. Chapter 10). Washington D.C.: Island Press.

Week 14

Hoefler, R. (2006). Getting Involved, *Advocacy Practice for Social Justice* (pp. Chapter 3). Chicago, IL.: Lyceum Press.

Week 15 – No Readings Assigned

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

Institute for Research on Poverty (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/)

The Urban Institute (www.urban.org/index.htm)

Center for Research on Child Well-being (www.wws.princeton.edu:80/~crw)

Manpower Demonstration Research Corporation (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/)

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

Mathematica Policy Research (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)

Center for Law and Social Policy (www.clasp.org)

Children's Defense Fund (www.childrensdefense.org/)

The Electronic Policy Network (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)

Government sites of interest:

U.S. Census Bureau (www.census.gov/)

Congressional Budget Office (www.cbo.gov)

Bureau of Labor Statistics (www.bls.gov)