

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

Social Policy Analysis & Social Problems

Course Number:	SW 382R	Instructor: Teaching Assistant:	Miguel Ferguson
Unique Number:	96145	Office Number:	3.122b
Semester:	Summer 2005	Contact Info.:	232-5914 (301-6649) miguelf@mail.utexas.edu
Meeting Time/Place:	Tuesdays & Thursdays 1:30-4:00	Office Hours:	Tues & Thurs: Noon- 1:00, after class, or by appt.

I.	Course Description
	<p><u>Standardized Course Description:</u> This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development (for example, the New Deal, the War on Poverty, urban renewal, the contemporary period of welfare reform). This is the first of a two-course policy sequence in the MSSW program.</p>

II.	Standardized Course Objectives
	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the dominant historical themes that have shaped social welfare policy in the United States; 2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies; 3. Understand the relationship between the history of the social work profession and the development of social welfare policy; 4. Apply social work values to critically analyze social problems; 5. Gain knowledge and skills as a background for analyzing major policies that form the foundation of social welfare and analyze organizational, local, state, national and international issues in

	<p>social welfare policy and social service delivery;</p> <p>6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being;</p> <p>7. Understand how social policies differentially affect diverse populations in American society;</p> <p>8. Gain knowledge of the roles and responsibilities of social workers in the policy process, including advocacy, leadership, research, and community organizing, with the goal of promoting and advocating for social and economic justice through [both] organizational and social change.</p>
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III.	Teaching Methods
	<p>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 discussion in class, via e-mail, or with the instructor and teaching assistant during office hours. On Tuesdays, the format will include lectures, films, and guest presentations. On Thursdays, the class will be divided into two groups and students will present brief synopses of the readings.</p>

IV.	Required Readings
	<p>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.</p>

V.	Course Requirements	
	1. Class Participation:	20%
	2. Written Analyses:	30%
	3. Book/Film Review:	25%
	4. Opinion Editorial:	25%

Class Participation
<p>Students will be graded on the quality (not necessarily the quantity!) of their contribution to the collective learning objectives of the class. This includes participation in class and in Thursday discussion groups, email discussions or electronically shared information, office visits with the instructor, and activities that relate to course material undertaken outside of class. At the end of the semester students will provide a written assessment of their participation, to include a numeric grade (based on 100 points). The instructor will use this information before assigning the final participation grade.</p> <p>On Thursdays, the class will be divided in two groups. Each group will meet separately with the instructor (if possible, in a comfortable, non-classroom setting). The instructor</p>

will choose 2-3 students to lead a discussion of the week's readings based on the synopsis they have prepared for that week.

Please note that two absences will automatically result in a participation grade at least one grade below an "A."

Written Analysis of Weekly Readings

Students are required to turn in three written analyses of the week's readings. The analyses will be selected on a random basis. Students should write one paragraph per reading. The analyses should include a description of the author's main point and your opinion of the author's *most important* point. Students must briefly defend their opinion using crisp, logical arguments. In the small groups, students will be asked to read select paragraphs of their analyses to start class discussion.

Book/Film Review

Students must review one book and one film from the following lists. Reviews should be 7-10 pages, 12-point font and 1.5 spaced. The grade for the reviews will be based on how clearly you demonstrate your understanding of the book and film, the depth and vigor of the analysis, and how you respond to the following:

- a) What main points are presented?
- b) How effectively do the book/film cover the subject of social policy, poverty, and politics? What are the primary strengths and weaknesses?
- c) How well and in what ways do the book/film relate to each other? To the other readings and information that has been discussed in class? Use specific examples whenever possible.
- d) Would you recommend the book/film? Why/why not?

Books:

1. American Dream: Three Women, Ten Kids, and a Nation's Drive To End Welfare (Jason DeParle)
2. One Nation, Underprivileged: Why American Poverty Affects Us All (Mark Rank)
3. Reason: Why Liberals Will Win the Battle For America (Robert Reich)
4. The Right Nation: Conservative Power in America (John Micklethwait & Adrian Wooldridge)

Films:

1. King of the Hill
2. Norma Rae
3. Old harvest, New Shame (LRC)
4. Hoop Dreams
5. Roger & Me
6. La Ciudad

Opinion Editorial/Briefing

Students may team up with a classmate or work on their own 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 newspapers will receive an automatic 100% for the assignment. The op-eds are due on the second to last day of class (July 21). However, students interested in submitting their op-eds to daily papers should submit them sooner. Students will be required to succinctly summarize their op-eds during the final two days of class. Subjects selected for op-eds need to be 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

91-83 = B

82-74 = C

73-65 = D

64 and below = F

VI.	The University of Texas and School of Social Work Policies
	<p><u>A. Students with Disabilities or Special Learning Considerations</u></p> <p>Please let me know if you have a learning and/or another disability and if you require special accommodations.</p> <p>The UT-Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with documented disabilities (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.</p> <p><u>B. Safety</u></p> <p>As part of professional social work education, students may have assignments that involve working in/observing agency settings and/or in 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.</p>

	<p><u>C. Confidentiality</u></p> <p>Personal disclosure is not an expectation or a requirement in this course. However, it might be appropriate for students to talk about personal information as it relates to learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.</p>
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VII.	Additional Course Policies
	<ol style="list-style-type: none"> 1. Try to live a conscious life. 2. Attend class regularly. 2. Turn assignments in on the due dates. 3. Participate fully in class discussions and other in-class activities. Sharing differences of opinion and ideas with other students, the instructor, and guest speakers is encouraged and will be respected. 4. Present written and oral presentations professionally. 5. Use APA Style for referencing. The <i>Publication Manual of the American Psychological Association</i> is the standard style manual used by the School of Social Work.

VIII.	Course Evaluation
	<p>At mid-term students will have the chance 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 course students will have the opportunity to evaluate the course and instructor using the official Course Instructor Survey. Of course, constructive feedback (and even the occasional snotty remark) are welcome throughout the duration of the term.</p>

Course Schedule

Date	Description	Readings
June 2	Introduction	No readings assigned
June 7 & 9	Social welfare history The Great Depression The War on Poverty	Loeb , <i>Orientation of the heart</i> (BP) Katz , <i>The Cruel Years</i> (BP) Abramovitz , <i>The Great Depression...</i> (BP) Coontz , <i>Leave it to Beaver...</i> (BP) Moynihan , <i>The tangle of pathology</i> (BP)

June 14 & 16	The color of social policy Poverty in America Economic inequality in America	<p>Muhammad et al, <i>The state of the dream</i> (BP)</p> <p>Jensen, <i>The morally lazy white middle class</i> (BP)</p> <p>*Scott & Leonhardt, <i>Class in America</i></p> <p>Rank, <i>Below the line</i> (BP)</p> <p>Rector, <i>The myth of widespread American poverty</i> (BP)</p> <p>Section I, <i>Wealth inequality by the numbers</i> (BP)</p>
June 21 & 23	Welfare reform policies Low wage work Marriage initiatives	<p>Shulman, <i>How low-wage jobs damage us all</i> (BP)</p> <p>Turner, <i>The hustle: Welfare and work</i> (BP)</p> <p>Alternatives to Marriage, <i>Let them eat wedding rings</i> (BP)</p> <p>Albelda, <i>Fallacies of welfare-to-work policies</i> (BP)</p> <p>Abramovitz, <i>Everyone is still on welfare</i> (BP)</p>
June 28 & 30	Corporate welfare Talkin' 'bout taxes Conservative & electoral politics	<p>Brouwer, <i>Taxes: Would robbers cheat?</i> (BP)</p> <p>Beverly, <i>What social workers need to know...</i> (BP)</p> <p>*Sherer, <i>Make your taxes disappear</i></p> <p>Klein, <i>Baghdad year zero</i> (BP)</p> <p>Horowitz, <i>A conservative hope</i> (BP)</p> <p>Ivins, <i>The uncompassionate conservative</i> (BP)</p> <p>*The Washington Spectator, <i>It still doesn't work...</i></p>
July 5 & 7	Demographic changes in aging Social Security and its reform	<p>Roberts, <i>How we're aging</i> (BP)</p> <p>Gokhale, <i>The impact of Soc Sec reform on low-income workers</i> (BP)</p> <p>Baker & Weisbrot, <i>An honest debate</i> (BP)</p>

		* Galbraith , <i>The parent trap</i>
July 12 & 14	Comparative perspectives on policy Foreign Policy Globalization and its discontents Book Review Due	Rainwater & Smeeding , <i>Doing poorly...</i> (BP) Christopher , <i>Single motherhood...</i> (BP) Leffler , <i>Bush's foreign policy</i> (BP) King , <i>The world house</i> (BP)
July 19	Normative perspectives on policy For the common good: frameworks for evaluating effective social policy	Schor , <i>A sustainable economy for the 21st century</i> (BP) Watts & Schaefer , <i>Transcending welfare...</i> (BP) Quigley , <i>The way to end poverty as we know it</i> (BP) Stoesz , <i>From social work to human services</i> (BP)
July 21 & 26	Student Op-ed Briefings	No readings assigned

Recommended Background Readings on Family Economic Policy

Temporary Assistance for Needy Families (TANF)

- *An Introduction to TANF*. The Center on Budget and Policy Priorities. Available at <http://cbpp.org/1-22-02tanf2.htm>
- Introduction and Chapter 1 in Weil, A. & K. Finegold (Eds.) *Welfare Reform: The Next Act*. (2002). Washington, DC: Urban Institute.

The Family and Medical Leave Act of 1993 (FMLA)

- Waldfogel, J. (2001). Family and Medical Leave Act: Evidence from the 2000 surveys. *Monthly Labor Review*, September. U.S. Bureau of Labor Statistics. Available at <http://www.bls.gov/opub/mlr/2001/09/contents.htm>

Child Care Policy

- Hofferth, S.L. & S.G. Deich. (1994). Recent U.S. child care and family legislation in comparative perspectives. *Journal of Family Issues*, 15, 424-448.
- Han, Wenjui & Waldfogel, J. (2001). The effect of child care costs on the employment of single and married mothers. *Social Science Quarterly*, 82, 552-568.

The Earned Income Tax Credit (EITC)

- Meyer & Rosenbaum. (2001). Welfare, the Earned Income Tax Credit, and the labor supply of single mothers. *Quarterly Journal of Economics*, ?, 1063-1111

Food Assistance

- *Work and the Food Stamp Program*. The Center on Budget and Policy Priorities. Available at <http://www.cbpp.org/9-30-03fs.pdf>
- Women, Infants, and Children (WIC), a program of the Food and Nutrition Service of the U.S. Department of Agriculture. Information available at <http://www.fns.usda.gov/wic/>

References

June 2:

No readings assigned

June 7 & 9:

Loeb, P. R. (2004, November/December). Orientation of the Heart. *Fellowship*, 70, 19-21.

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.

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.

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.

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> [2004, December 8].

June 14 & 16:

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].

Jensen, R. (2000). The Morally Lazy White Middle Class.

Scott, J., & Leonhardt, D. (2005, May 15). Class in America: Shadowy lines that still divide. *New York Times*.

Rank, M. (2004). Below The Line, *One Nation, Underprivileged: Why American Poverty Affects Us All* (pp. Chapter 2). New York, NY: Oxford University Press.

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

Dollars & Sense, (2004). Wealth Inequality by the Numbers. In D. Sense & United for a Fair Economy (Eds.), *The Wealth Inequality Reader* (pp. Section 1). Boston, MA: Dollars & Sense.

June 21 & 23:

Shulman, B. (2003). How Low-Wage Jobs Damage Us All, *The Betrayal of Work* (pp. 81-100). New York, N.Y.: The New Press.

Turner, S., & Ehlers, T. (2002). The Hustle: Welfare and Work, *Sugar's Life in the Hood* (pp. Chapter 2). Austin, TX: University of Texas Press.

Let Them Eat Wedding Rings Report Questions Marriage Promotion in Welfare Reform(2003). Alternatives to Marriage Project. Available: <http://www.unmarried.org/rings.html> [2003, December 1].

Albelda, R. (2002). Fallacies of Welfare-to-Work Policies. In R. Albelda & A. Withorn (Eds.).

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46(4), 297-308.

June 28 & 30:

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.

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

Sherer, M. (2005, March/April). Make your taxes disappear! *Mother Jones*, 72-77.

Klein, N. (2004, September). Baghdad Year Zero: Pillaging Iraq in pursuit of a neocon utopia. *Harpers Magazine*.

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.

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

Burns, M. (2005, April 15). It still doesn't work the way it should. *The Washington Spectator*, 31.

July 5 & 7:

Roberts, S. (2004). How We're Aging, *Who we are now: The changing face of America in the 21st century* (pp. Chapter 4). New York, NY: Henry Holt.

Gokhale, J. (2001). *The Impact of Social Security Reform on Low-Income Workers* (SSP No. 23). Washington D.C.: Cato Institute.

Baker, D., & Weisbrot, M. (1999). An Honest Debate, *Social Security: A Phony Crisis* (pp. 149-156). Chicago, Ill.: University of Chicago Press.

Galbraith, j. (2005, May/June). The parent trap. *Mother Jones*, 26-29.

July 12 & 14:

Rainwater, L., & Smeeding, T. (1995). *Doing Poorly: The Real Income of American Children in a Comparative Perspective* (127). Palo Alto, CA: Center for Advanced Study in the Behavioral Sciences.

Christopher, K. (2002). Single motherhood, employment, or social assistance: Why are U.S. women poorer than women in other affluent nations? *Journal of Poverty*, 6(2), 61-79.

Leffler, M. (2004). Bush's foreign policy. *Foreign Policy*(144), 22-28.

King, M. L. (1968). *The World House, Where Do We Go From Here: Chaos or Community?* (Vol. 2004, pp. Chapter 5). Boston, MA: Beacon Press.

July 19:

Schor, J. (1995). *A Sustainable Economy for the 21st Century*. Unpublished manuscript, Westfield, N.J.

Watts, J., & Schaefer, A. (2004). Transcending Welfare: Creating a GI Bill for Working families. In V. Polakow, et al (Ed.), *Shut Out: Low Income Mothers and Higher Education in Post-Welfare America* (pp. Chapter 10). Albany, NY: State University of New York Press, Albany.

Quigley, W. (2003). The Way To End Poverty As We Know It, *Ending poverty as we know it: Guaranteeing a right to a job at a living wage* (pp. Chapter 14). Philadelphia, Pennsylvania: Temple University Press.

Stoesz, D. (2002). From Social Work to Human Services. *Journal of Sociology and Social Welfare*, 29(4), 19-37.

July 21 & 26:

Student presentations – no readings assigned.

Government Agencies

U.S. Department of Health and Human Services
Administration for Children and Youth <http://www.acf.dhhs.gov/>
ASPE <http://aspe.hhs.gov/hsp/hspincpov.htm>
NICHAHD National Children's Study <http://www.nationalchildrensstudy.gov>

U.S. Department of Commerce
Bureau of the Census <http://www.census.gov/hhes/www/poverty.html>

U.S. Department of Labor
Bureau of Labor Statistics <http://www.bls.gov/>

U.S. Department of Housing and Urban Development
PD&R Information Service <http://www.huduser.org/>

Think Tanks and Advocacy Groups on Children's Issues

Alliance for Children and Families <http://www.alliance1.org/>

Annie E. Casey Foundation <http://www.aecf.org/>

Center for Law and Social Policy <http://www.clasp.org/>

Chapin Hall Center for Children (Chicago) <http://www.about.chapinhall.org/>

Child Care and Early Education Research Connection
<http://www.childcareresearch.org/>

Children's Defense Fund <http://www.childrensdefense.org>

Child Welfare League of America <http://www.cwla.org/>

Child Trends <http://www.childtrends.org/>

Institute for Child and Family Policy (Columbia) <http://www.childpolicy.org/>

National Center for Children in Poverty (Columbia) <http://www.nccp.org/>

Think Tanks and Advocacy Groups on Social Policy in General

Brookings Institution <http://www.brookings.edu/>

Center for Budget and Policy Priorities <http://www.cbpp.org/>

Center for the Study of Social Policy	http://www.cssp.org/
Institute for Women's Policy Research	http://iwpr.org/
Food Research and Action Center	http://www.frac.org/
Heritage Foundation	http://www.heritage.org/welfare/
Hudson Institute Welfare Policy Center	http://wp.hudson.org/index.cfm
National Law Center for Homelessness and Poverty	http://www.nlchp.org/
Urban Institute	http://urbran.org/
(Texas) Center for Public Policy Priorities	http://www.cppp.org/
(Texas) Public Policy Foundation	http://www.texaspolicy.com/

University-based Research Centers

National Poverty Center University of Michigan	http://www.npc.umich.edu/
Institute for Research on Poverty University of Wisconsin	http://www.ssc.wisc.edu/irp/
Kentucky Center for Poverty Research University of Kentucky	http://www.ukcpr.org/Index1.html
Rural Poverty Research Center University of Missouri	http://www.rprconline.org/
Joint Center for Poverty Research Univ of Chicago/Northwestern Univ	http://www.jcpr.org/
Institute for Policy Research Northwestern University	http://www.northwestern.edu/ipr/
Center for the Study of Urban Poverty University of California at L.A.	http://www.sscnet.ucla.edu/issr/csup/csup.html
Center on Urban Poverty and Social Change Case Western Reserve University	http://povertycenter.cwru.edu
Institute on Race and Poverty University of Minnesota	http://www1.umn.edu/irp/

National Center for Children in Poverty
Columbia University

<http://www.nccp.org/>

Center on Hunger and Poverty
Brandeis University (Heller School)

<http://www.centeronhunger.org/>

University of Maryland

Casey Journalism Center on Children and Families <http://www.casey.umd.edu>