

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	N390N9 (SW 384P5)	Instructor's name:	Dr. Padilla LMSW-AP Assistant Professor
Unique Number:	95265	Office Number:	SSW 3.130K
Semester:	Summer 1999	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	Monday/Wednesday 1:30 – 4:00 pm SSW 2.134	Office Hours:	Wednesdays 10:00 am – 12:00 pm & by appt.

POLICY THEORIES

I. Course Description

This course critically examines the theoretical and empirical underpinnings of social welfare policy in United States society. The primary focus is on considering different perspectives on social welfare policy, rather than describing the wide array of program areas within the domain of the social welfare system. We will study a range of approaches to social welfare policy as exemplified in various fields of practice. Accordingly, we will analyze the societal processes that shape social welfare policy, as well as its products and outcomes. Students will also become familiar with applied research methodologies utilized in policy analysis. Students will have an opportunity to conduct an in-depth study of a policy area of their choice.

II. Course Objectives

1. To evaluate competing values and assumptions in social welfare policy, including underlying perspectives on social problems and the social objectives of the programs formulated to deal with these problems;
2. To gain an understanding of the historical background of contemporary social welfare policy dilemmas;
3. To critically analyze current social welfare policy debates and consider their implications for future alternatives;
4. To consider the relationship between social work and social welfare policy, including social work's stance on and contribution to policy; and,
5. To conduct an in-depth analysis of the conceptualization of policy in a specific area of interest.

Course Organization

Simply defined, *social welfare policy* is what government decides to do to address a variety of social problems. Social welfare policy *theory* is the set of interrelated concepts that seeks to explain important aspects of policy. From a narrow perspective (e.g., within the political science discipline), theories of policy are concerned primarily with explaining the process of policy development. For example, according to elite theory, policies are shaped based on the preferences of the governing elite; according to rational theory, policies are based on well-calculated costs and benefits; according to public choice theory, policies are formed when individuals come together for their common benefit (Dye, 1998). However, policy can be analyzed from a broader perspective using models that help us understand and address other significant aspects of policy. According to DiNitto (1995), by virtue of being political, the main concerns in social welfare policy also involve the nature and causes of social problems, the appropriate strategies for dealing with these problems, and the issues posed by the types of programs formulated to deal with these problems. These broader concerns are incorporated in the study of policy in the social work discipline. We will approach the study of social welfare policy theory by breaking it down into three main areas:

- the study of social, political, and historical processes in policy formulation
- the study of the products of policy, with a focus on the policy choices made in the planning process
- the study of the outcomes of policy, with a focus on the details of programs in operation

As part of this framework, we will substantially incorporate the study of applied research methodologies used to analyze social welfare policy.

III. Teaching Methods

This class is conducted using a seminar format. Students are expected to be prepared to discuss assigned topics. The primary teaching approach in this seminar will be collaborative learning. In general, each meeting will include a combination of case studies, illustrative videos, and formal presentation of material. Assigned readings are for the class session in which they are listed in the syllabus. In addition, several sessions across the semester will be dedicated to writing for publication on a policy topic selected by each individual student. The major criteria for student evaluation will be based on weekly synopses of the assigned readings (in preparation for collaborative learning group discussion), class discussions, and a publishable article on a policy topic of interest.

IV. Required Course Readings

Texts

Halpern, Robert. (1999). Fragile Families, Fragile Solutions: A History of Supportive Services for Families in Poverty. New York: Columbia University Press.

Ewalt, Patricia et al. (1997). Social Policy: Reform, Research, and Practice. Washington, DC: NASW Press.

Reisch, Michael. (1997). Social Work in the 21st Century. Thousand Oaks, CA: Pine Forge Press.

Becker, Howard S. (1986). Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Chicago: The University of Chicago Press.

Writing for the NASW Press: Information for Authors. (1995). Washington, DC: NASW Press.

Selected Readings (*Readings will be made available to students.*)

Rein, Martin. (1983). Social Policy: Issues of Choice and Change. New York: M.E. Sharpe, Inc. Chapter 1, The Boundaries of Social Policy; Chapter 13, Conflicting Goals in Social Policy

Figueira-McDonough, Josefina. (1993). Policy Practice: The Neglected Side of Social Work Intervention. Social Work (38)2: 179-188.

Mink, Gwendolyn. (1994). Welfare Reform in Historical Perspective. Social Justice 21(1): 114-131.

Heffernan, W. Joseph. (1992). Social Welfare Policy: A Research and Action Strategy. New York: Longman. Chapter 10, Histories of Policy

Gilbert, Neil, and Paul Terrel. (1998). Dimensions of Social Welfare Policy. Needham Heights, MA: Allyn & Bacon. Chapter 3, A Framework for Social Welfare Policy Analysis

Patton, Carl, and David Sawicki (1993). Basic Methods of Policy Analysis and Planning. Englewood Cliffs, NJ: Prentice Hall. Chapter 2, The Policy Analysis Process

McInnis-Ditrich, Kathleen. (1994). Integrating Social Welfare Policy and Social Work Practice. Belmont, CA: Brooks/Cole. Chapter 7, Policy Evaluation, Research, and Analysis

Beebe, Linda. (1993). Professional Writing for the Human Services. Washington: NASW Press. Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions

Keene, Michael L. (1993). Effective Professional and Technical Writing. Lexington, MA: D.C. Heath and Company. Chapter 20, Oral Reports and Poster Presentations

V. Course Requirements

Assignments and Grading Policy

1. Policy Article	<u>60%</u>
Plan for Policy Article	<u>10%</u>
First Draft of Policy Article	<u>10%</u>
Conference Presentation from Policy Article	<u>10%</u>
Final Draft of Policy Article	<u>30%</u>
2. Collaborative Learning Group (CLG) Assignments (Synopses/Seminar Discussion) (Grade based on average of total CLGs.)	<u>40%</u>
<hr/> TOTAL POINTS	<hr/> 100%

Description of Assignments (*See Appendix for a detailed description of assignments.*)

VI. Course Schedule

Assigned readings due on the date listed. Videos/guest lectures subject to change in the event of unavoidable scheduling conflicts.

* Refers to readings from the list of “Selected Readings”; all others are from the texts.

Session	Topic of Study & Required Readings	Assignment Due
WEEK 1		
1	June 7 <i>Overview of the Course</i>	
2	June 9 An Introduction to Social Welfare Policy Theory and The Analysis of Social Problems and Social Purposes Rein, Chapter 1, The Boundaries of Social Policy; Chapter 13, Conflicting Goals in Social Policy * Mink, “Welfare Reform in Historical Perspective” * Figueira-McDonough, “Policy Practice: The Neglected Side of Social Work Intervention” * IN-CLASS VIDEO: The Promised Land (The Great Migration), Vol. 1, Take Me to Chicago	CLG Synopsis
WEEK 2		
3	June 14 WRITING FOR PUBLICATION Part I: Developing and Organizing Your Ideas <u>Writing for Social Scientists</u> , Chapters 1, 3, 4, 8, 10	List of 3 Theses Statements for Policy Article
4	June 16 A Historical Approach to the Study of Policy (The Study of Social, Political, and Historical Processes in Policy Formulation) Heffernan, Chapter 10, Histories of Policy * <u>Fragile Families, Fragile Solutions</u> , Introduction, Chapters 1 – 3 IN-CLASS VIDEO: The Great Depression, Vol. 3, New Deal, New York	CLG Synopsis
WEEK 3		
5	June 21 A Historical Approach to the Study of Policy (continued) <u>Fragile Families, Fragile Solutions</u> , Chapters 4 – 8 IN-CLASS VIDEO: The War on Poverty, Vol 1., In this Affluent Society	CLG Synopsis

6	June 23	<p>WRITING FOR PUBLICATION Part II: Structuring Your Article (What Editors Look For)</p> <p><u>Writing for the NASW Press: Information for Authors</u> Beebe, Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions *</p> <p>ADDITIONAL REFERENCES BELOW AT THE LRC (SSW 1.218): <u>An Author's Guide to Social Work Journals</u> <u>American Psychological Association (APA) Publication Manual</u></p>	
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WEEK 4

7	June 28	<p>WRITING FOR PUBLICATION, Part II: Structuring Your Article (continued)</p>	Plan for Policy Article
8	June 30	<p>The Current Social Context of Policy: Shifting Government Responsibilities</p> <p><u>Social Work in the 21st Century</u>, p. 8, Demographic Changes and Their Implications; p.28, The Future Economic Landscape <u>Social Policy: Reform, Research, and Practice</u>, Introduction; Chapter 1, Social Work in an Era of Diminishing Federal Responsibility; Chapter 2, Articulating a New Nationalism in American Society; Chapter 7, Taking New Directions to Improve Public Policy IN-CLASS VIDEO: Poverty, Welfare, and America's Families</p>	CLG Synopsis

WEEK 5

9	July 5	<p>A Framework for Analysis of Policy Choices: The Case of Welfare and Work (The Study of Product and the Planning Process)</p> <p>Gilbert and Terrel, Chapter 3, A Framework for Social Welfare Policy Analysis *</p> <p><u>Social Policy: Reform, Research, and Practice</u>, Chapter 9, Welfare Reform; Chapter 11, State Welfare Reform for Employable General Assistance Recipients; Chapter 13, Predictors of Employment and Earnings among JOBS Participants IN-CLASS VIDEO: Ending Welfare as We Know It</p>	CLG Synopsis
10	July 7	<p>Applied Research Techniques in the Study of Social Policy: The Case of Children and Families</p> <p>Patton and Sawicki, Chapter 2, The Policy Analysis Process *</p> <p><u>Social Policy: Reform, Research, and Practice</u>, Chapter 21, Welfare Reforms and Services for Children and Families; Chapter 23, Is Shelter a Private Problem?; Chapter 27, The Ideology of Welfare Reform <u>Social Work in the 21st Century</u>, p. 100, The Future of Child Welfare, p. 120, Juvenile Justice</p>	CLG Synopsis

WEEK 6

1 1	July 12	WRITING FOR PUBLICATION, Part III: Drafting Your Article	First Draft of Policy Article
1 2	July 14	<p>A Model for Policy Evaluation: The Case of Health and Mental Health (The Study of Policy Outcomes)</p> <p>McInnis-Ditrich, Chapter 7, Policy Evaluation, Research, and Analysis *</p> <p><u>Social Policy: Reform, Research, and Practice</u>, Chapter 31, The Emerging Health Care World; Chapter 35, Medicaid Managed Care and Urban Poor People; Chapter 41, Primary Health Care and Severe Mental Illness; Chapter 42, Managed Care and People with Severe Mental Illness</p> <p><u>Social Work in the 21st Century</u>, p. 152, Social Work and Health Care in the 21st Century; p. 163, Mental Health Services</p>	CLG Synopsis

WEEK 7

1 3	July 19 Class at 9:00	<p>Conceptualizing the Future of Social Welfare Policy</p> <p><u>Social Policy: Reform, Research, and Practice</u>, Chapter 3, Social Work Management</p> <p><u>Social Work in the 21st Century</u>, p. 368, The End of Social Work; p. 376, The Future of the Social Work Profession; p. 396, The Profession of Social Work: In the Second Century</p>	CLG Synopsis
1 4	July 21 NO CLASS	<p>WRITING FOR PUBLICATION, Final Preparation Session</p> <p>One-to-one sessions with individual students at pre-arranged time.</p>	

WEEK 8

1 5	July 26	<p><i>Student Conference Presentations</i></p> <p>Keene, Chapter 20, Oral Reports and Poster Presentations *</p>	Final Draft of Policy Article
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Bibliography

Required Readings

See Section IV for a complete list.

Supplemental Readings (Optional)

- Abramovitz, Mimi. (1988). Regulating the Lives Of Women: Social Welfare Policy from Colonial Times to the Present. Boston, Mass: South End Press.
- Axinn, June, and Herman Levin. (1992). Social Welfare: A History of the American Response to Need. White Plains, NY: Longman.
- Bane, Mary Jo, and David T. Elwood. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press.
- Burtless, Gary T. (1997). "Welfare Recipients' Job Skills and Employment Prospects." The Future of Children, 7(1): 39-51.
- Chambers, Clarke, A. (1992). "'Uphill All the Way': Reflections on the Course and Study of Welfare History." Social Service Review 66(4): 493-504.
- Cohen, Miriam and Michael Hanagan. (1991). "The Politics of Gender and the Making of the Welfare State, 1900-1940: A Comparative Perspective." Journal of Social History 24(3): 469-484.
- Danziger, Sheldon, and Gottschalk, Peter. (1995). America Unequal. Cambridge, MA: Harvard University Press.
- Danziger, Sheldon, Gary D. Sandefur, and Daniel H. Weinberg (Eds.). (1994). Confronting Poverty: Prescriptions for Change. New York: Russell Sage Foundation.
- Davies, Martin. (1997). The Blackwell Companion to Social Work. Cambridge: Blackwell Publishers.
- Day, P. J. (1989). A New History of Social Welfare. Englewood, NJ: Prentice Hall, 1989.
- DiNitto, Diana M. (1995). Social Welfare: Politics and Public Policy. Englewood Cliffs, NJ.
- Dye, Tomas. (1998). Understanding Public Policy. Upper Saddle River, NJ: Simon & Schuster.
- Edin, Kathryn, and Laura Lein. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation.
- Gensler, Howard. (1996). The American Welfare System: Origins, Structure, and Effects. Westport, CT: Praeger.
- Gordon, Linda. (1992). "Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890-1935." American Historical Review 97(1): 19-52.

- Harrington, Michael (1963). The Other America: Poverty in the United States. Baltimore: Penguin Books.
- Katz, Michael B. (1986). In The Shadow of the Poorhouse: A Social History of Welfare in America. New York: Basic Books.
- Katz, Michael B. (1990). The Undeserving Poor : From the War on Poverty to the War on Welfare, New York : Pantheon Books.
- Larner, Mary B., Donna L. Terman, and Richard E. Behrman. (1997). "Welfare to Work: Analysis and Recommendations," The Future of Children 7(1): 4-19.
- Leiby, James. (1978). A History of Social Welfare and Social Work in the United States. New York: Columbia University Press.
- Matusow, Allen J. (1984). The Unraveling of America: A History of Liberalism. New York: Harper & Row.
- Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: BasicBooks.
- Murray, Charles. (1984). Losing Ground: American Social Policy, 1950-1980. New York: Basic Books.
- Olasky, Marvin N. (1996). Renewing American Compassion, New York: Free Press.
- Olasky, Marvin. (1991). Lessons on Compassion: 19th Century Welfare. Current, No. 330: 8-19.
- Patterson, James T. (1994). America's Struggle Against Poverty: 1900-1994. Cambridge: Harvard University Press.
- Simon, Barbara Levy (1994). The Empowerment Tradition in American Social Work: A History. New York: Columbia University Press, 1994.
- Skocpol, Theda (1992). Protecting Soldiers and Mothers. Cambridge, Mass: Belknap Press.
- Skocpol, Theda. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton, NJ: Princeton University Press.
- Stroup, Herbert Hewitt. (1986). Social Welfare Pioneers. Chicago: Nelson-Hall.
- Wilson, William Julius. (1987). The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: The University of Chicago Press.

Policy Article Assignment

Students will be required to submit a publishable article focusing on a policy issue or concern of interest. I will help you break down the tasks required to successfully prepare an article. Detailed requirements for each task associated with the article assignment are below. Due dates for each task are included in the Course Schedule section of the syllabus.

I. List of Theses Statements

This is the first step in preparation of your assigned policy article and is intended to get you to systematically determine the thesis of the article. This assignment will count as the CLG synopsis for this week.

- Use Becker's techniques to think of 3 different approaches to a policy topic of your choice. That is, once you have selected a general topic, what specific issue within this general topic might you want to focus on? Come up with 3 separate possibilities.

II. Plan for the Policy Article.

Planning your article helps you organize your ideas. The plan should include:

- List of 2-3 possible journals for submission
- Copies of "Guide to Authors" (instructions for submissions) from each journal
- Narrowed topic/thesis and short outline
- Copy of at least one article taken from one of the 3 possible journals that you could use as a "model" for your paper
- List of 3 persons who can give you feedback on your article (one person should be an expert on the topic of your paper; another will be me; the third can be a fellow student) Students in the summer session will have the option of omitting the expert review, given the time constraint.

III. First Draft of Policy Article

The first draft of the paper is basically a finished draft provided to colleagues for substantive review/feedback before it is sent out for publication. It is *not* intended to be a rough draft.

- The basis for the grade is broadly the same as that outlined for the final draft (except for revisions by three reviewers). Regardless of the thesis, the article should include the background of the policy and major policy theory discussions.

IV. Conference Presentation Based on Policy Article (20 minutes each, plus time for Q&A)

Presenting papers at professional conferences provides you with additional valuable feedback that you can incorporate into the article before you submit it for consideration by a journal.

- Students should find a relevant "Call for Papers" and complete an abstract according to the instructions or use the abstract you will include in the article. Turn in Abstract and a copy of the "Call for Papers."
- Your presentation should reflect at least one technique shown in Keene's chapter.
- The grade will be based on the substance of the presentation, as well as the coherence and clarity of the presentation of ideas. (Delivery style—charismatic speaking, for example—will not be the primary object of evaluation).

V. Final Draft of Article

The last task before submitting your article requires that you check for substantive content and format and style. Please submit the following items:

- The final draft of the paper
- The comments from the three persons who critiqued your paper (marginal comments on a copy of your paper or notes). The article should reflect the revisions suggested by me (and two other reviewers—or one other reviewer for students in the summer session) on your first draft.
- A copy of the “Guide to Authors” from the journal you selected. The article will be graded based partly on how well it meets the requirements as outlined in the specific journal guide, including its mission statement.

In addition, the final draft of the article will be evaluated according to:

GENERAL CRITERIA

- adherence to NASW Reviewer’s Checklist (See attached. This is the actual checklist used by consulting editors/reviewers of the NASW press journals when they consider articles.)
- improvement over first draft
- how close it is to being ready for publication

SUBSTANTIVE CONTENT

- level of analysis (extent to which the article goes beyond a broad general overview of the topic to a focused analysis of a complex issue)
- extent to which the article makes it clear how it fits within the state-of-the-art/current intellectual discourse on the topic of discussion
- use of supportive data and literature

FORMAT AND STYLE

- coherence (extent to which the paper is well-organized)
- grammar and style
- level of formality (e.g., extent to which the paper reflects formal writing style rather than informal conversation style)
- adherence to format style required by the journal of choice (e.g., APA)

Note: Submission of the final draft of the policy article is required in order to receive a passing grade in the course, regardless of the grades received in the rest of the course.

Collaborative Learning Group Assignments

The class will be conducted as a seminar using the collaborative learning group (CLG) method. The CLG method fosters students' active participation in learning. The main objective behind the CLG method is to give students an opportunity to systematically analyze and apply concepts taught in the course through group discussion. In preparation for this task, students will be asked to prepare a synopsis of the readings assigned for that session. The dates in which the synopses are due are listed in the syllabus. The synopses should briefly summarize and provide a critical analysis of the readings for each week. The synopses will serve as an aid to conduct the group discussion. They should be 2-3 pages in length (equivalent to double-spaced typewritten pages), but do not need to be type-written. Longer synopses are acceptable.

- ❑ The synopsis should be written in the form of an essay (rather than in the form of a list or outline) and make explicit references within the essay to all the readings assigned for that week. To highlight your reference to the readings, underline each reference the first time you mention it. For example, "According to Trattner's chapter on the New Deal (Ch. 7),..." The synopses should reflect critical thinking: that is, you should analyze, synthesize, evaluate, compare/contrast, and so on. Always stay grounded in the readings.
- ❑ The grade for each CLG is a **PACKAGE**: Synopses AND In-class participation.
- ❑ You cannot get partial credit, synopses will not be accepted late, and there are no make-ups for CLGs/Synopses.

Basically, participating in class discussion without bringing a synopsis defeats the purpose of CLGs, as does turning in synopses without coming to class. Lack of attendance is discouraged.

- 100 Synopsis covers all assigned readings and provides a critical analysis AND participation (attendance) in seminar discussion
OR
Participation in seminar *only*, for days in which no synopsis is due
- 80 Synopsis covers all assigned readings, but provides a superficial analysis AND participation in seminar discussion
- 60 Synopsis does not cover all assigned readings or is **very** sketchy AND participation in seminar discussion
- 0 Either a synopsis is not submitted at the beginning of class OR student is absent from class.

Note: One CLG grade is reserved for an emergency and will be excused without penalty. Students are expected to attend the entire class period, unless an emergency prevents it.

General Class Expectations

1. **Attend class regularly.**

Class attendance is required every class period. In the event of an emergency, one missed class period be excused without penalty.

2. **Turn assignments in on the due dates.**

All assignments submitted after the beginning of class are considered late.

- Late weekly CLG synopses will not be accepted.
- Assignments that are part of the policy article project will be penalized one letter grade for each calendar day late.
- On days when CLG synopses are not required, the CLG grade will be based solely on class participation/attendance.
- Conference presentations will only be given on the allotted dates.

3. **Follow the rules of scholastic honesty.**

Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. All written assignments (papers, weekly synopses, etc.) should be based on individual, not collaborative, work. However, collaborative discussion in and out of class is strongly encouraged, except when completing tests. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.

4. **Request and use feedback.**

I will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.

5. **Offer feedback.**

Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content or assignments, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.

6. **Participate in class discussions and other in-class activities.**

This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.

7. **Present written and oral presentations professionally.**

Grades will be lowered if assignments are not clearly stated and have not been proofread and contain numerous grammatical, spelling, or punctuation errors.

8. **Use APA Style for referencing.**

The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work. A handout on APA style is available at the SSW Student Services Office. Appropriate referencing is required on all written assignments.

NOTE: For the policy article project use the style required by the journal for which you are preparing the article. For the weekly synopses, you are not required to list a bibliography.
