Course Title and Number:  SW 250: Social Welfare History and Policy

Instructor:

Location:

Days and Times:

Contact Information:

Office Hours:

Credits:  3

Prerequisites:  SW 101, Econ 100 or Econ 102 or Econ 103

Course Description:

SW 250 explores the historical development of the social work profession and current policies governing the social service delivery system within the United States. Social policy is presented as a social construction influenced by a range of ideologies and interests. Special attention is paid to social welfare policy and programs relevant to the practice of social work, including poverty, child and family well-being, mental and physical disability, health, and racial, ethnic, and sexual minorities. The course includes a focus on the role of policy in creating, maintaining or eradicating social inequities.

Linkages with Other Courses:

SW 250 builds upon the foundational understanding of social problems and the social work profession provided in SW 101. Through this course, students will acquire knowledge about social welfare policies that will be integral to their field practicums (SW 480 and SW 481) and SW 427. SW 250 is required before students can be admitted to the professional sequence.
Relevant Competencies and Associated Foundation Practice Behaviors:

2.1.1 Identify as a professional social worker and conduct oneself accordingly.
   • F1 Advocate for client access to the services of social work.

2.1.2 Apply social work ethical principles to guide professional practice.
   • F8 Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, principles of the International Federation of Social Workers and the Association of Schools of Social Work Ethics in SW.

2.1.3 Apply critical thinking to inform and communicate professional judgments.
   • F11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
   • F13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.4 Engage diversity and difference in practice.
   • F14 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

2.1.5 Advance human rights and social and economic justice.
   • F18 Understand the forms and mechanisms of oppression and discrimination.

2.1.6 Engage in research-informed practice and practice-informed research.
   • F22 Use research evidence to inform practice.

2.1.7 Apply knowledge of human behavior and the social environment.
   • F24 Critique and apply knowledge to understand person and environment.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
   • F25 Analyze, formulate, and advocate for policies that advance social well-being.
   • F26 Collaborate with colleagues and clients for effective policy action.

2.1.9 Respond to contexts that shape practice.
   • F27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.
   • F29 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
Course Objectives/Learning Outcomes:

Upon completion of this course, students will be able to:

250. 1 Articulate the historical development of the social work profession \( (F1) \).

250. 2 Identify the ideological positions and underlying values inherent to conservative, liberal, and radical political ideologies \( (F25) \).

250. 3 Analyze the fit between ideological positions, policy solutions and social work values \( (F8, F25) \).

250. 4 Critically examine the differential effects of social welfare policies on diverse groups \( (F1, F14, F18) \).

250. 5 Use electronic data sources to examine social problems \( (F11, F22, F25, F27) \).

250. 6 Articulate the central provisions of major social welfare policies and how these policies influence practice \( (F25) \).

250. 7 Use written communication to effectively describe and explain social welfare programs and policies \( (F13, F26) \).

250. 8 Analyze the role of social policy in eradicating, establishing or maintaining inequality and oppression \( (F18, F25) \).

250. 9 Identify and describe pivotal polices shaping social services and the profession \( (F25, F29) \).

250. 10 Identify the steps involved in the legislative process \( (F25) \).

250. 11 Distinguish between the roles all three branches of government play in policy.

250. 12 Analyze the effects of economic structures on social service needs and provisions \( (F14, F24, F25) \).

250. 13 Distinguish between public, non-profit and for-profit organizations.

250. 14 Analyze the effects of current trends and policy choices on social service provision and clients \( (F25, F27) \).

Instructional Methods:

- This course will implement a variety of collaborative learning techniques. Some of these techniques will include: lecture, class discussion, small group activities, and videos.
Standard Course Policies:

- **Disabilities**: Students who have documented disabilities that may affect their learning or performance in this class should contact the UNR Disability Services Office (Thompson Student Services Building, room 101). The instructor will make all those accommodations that are requested in writing by the aforementioned office.

- **Academic Success Services**: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

- **UNR Counseling Services**: helps students make the most of their university experience, both personally and academically. It is the primary facility on campus for addressing personal, psychological, and mental health and substance abuse treatment needs of both undergraduate and graduate students. The goal in counseling is to help students overcome difficulties they may encounter during their educational experience. For more information visit: http://www.unr.edu/stsv/cs/ or call (775) 784-4648.

- **Academic Dishonesty**: “Cheating, plagiarism or otherwise obtaining grades under false pretenses” constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the UNR General Catalog.

- **Audio or Video Recordings**: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and the Board of Regents policy. This class may be videotaped or audio recorded with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Additional Course Policies: Expectations and Rules of Engagement:

- **Engage!** - As much of the learning in this class is dependent upon class member contributions, you will be expected to come prepared and ready to actively participate in every class meeting. Active participation will include: involvement in class activities and discussions, timeliness to class, collegial conduct and answering the “Guided Reading Questions and Thoughts” posted for each week’s readings.

- **Respect and Mindfulness of Others**: We will touch on some difficult topics throughout the term – you will likely disagree with one another at times, which can provide for some great discussion. However, students are expected to be respectful of others and to be mindful that fellow student in the room may have lived, or be living, traumatic/intense experiences related to the topic at hand.
o **Thoughts on Sharing Personal Examples** – Our experiences are invaluable tools for learning and integrating new information. However, students should consider limiting the sharing of very personal information/stories with the class – think about what you feel comfortable sharing, particularly given that you don’t know how others in the class will respond or whether they will keep your information private.

Please...

- **Turn off and put away cell-phones and other electronic communication devices.** These should be placed completely out-of-sight for the entire class period.
- **Address concerns with me.** I want this to be a good learning experience for you – if there is something going on in class that you find uncomfortable or disrespectful, please come talk to me so I can address it.
- **Do original work.** Cheating on exams or papers is not a good plan – you can get into deep trouble and disappoint both yourself and the people who care about you. Also you’re really cheating yourself out of your own education, so study, work hard and believe you can do it without cheating!

- **Attendance:** Students who miss 2 class sessions will lose 10 points. Students who miss 3 class sessions will lose 15 points. Those students who miss 4 or more class sessions will receive a grade of “F” for the course.

- **Make-Ups and Late Submissions:** Make-up exams will only be given to students who experience an unexpected emergency. Students requesting make-up exams must present official documentation supporting their need to miss the original exam date. Late papers or other late submissions will be docked one letter grade for each day they are late.

**Course Texts:**

- You will be expected to have completed all assigned readings prior to the class session. Assigned readings can be found in the proposed schedule of classes.
  - Readings posted on Blackboard/WebCampus
Assignments:

1. Midterm and Final Exams
   - There will be two exams given during the semester. These exams will consist of multiple choice and true/false questions. Questions will be designed to elicit your understanding of social welfare policy/history and its effects on societal well-being. Exam questions will draw from the readings and material covered in class. The dates for these exams are noted in the proposed schedule of classes. Each exam is worth 25 points.

2. Important Policies Chart
   - For this assignment you will complete a practitioner’s guide to important policies within the State of Nevada. Other students have found this chart very useful down the road in their internships and social work-related employment. I am providing a suggested format for reporting the required information. However, you may use alternative formats as long as you cover all of the policies and questions provided below. This assignment is worth 15 points.
   - SEE NEXT PAGE for the CHART
# IMPORTANT POLICIES CHART

<table>
<thead>
<tr>
<th></th>
<th>How is the policy funded?</th>
<th>At what governmental level is the program managed?</th>
<th>What services or benefits are provided?</th>
<th>How do clients access these services? (Include a contact number or web address)</th>
<th>Identify any timeframes or limitations associated these services?</th>
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<tbody>
<tr>
<td>Medicaid (specific to NV)</td>
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<td>Medicare (Parts A, B, C, D) SSI</td>
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<td>Unemployment (specific to NV)</td>
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<td>Welfare/Public Assistance PRWORA 1996</td>
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<td>TANF (specific to NV) SNAP</td>
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<tr>
<td>ADOPTION SAFE FAMILIES ACT OF 1996 ASFA</td>
<td>Identify the NRS and NAC that correspond to this policy.*</td>
<td>Provide a brief summary of the policy, including who is affected by it, the requirements set forth by it, and its purpose.</td>
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<td>How is the policy enforced?</td>
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<td></td>
<td>Nevada State SW Licensure</td>
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<td>Nevada State Involuntary Holds</td>
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<td></td>
<td>Nevada State Mandated Reporting Law</td>
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</table>

*NRS = NV Revised Statutes; NAC = NV Administrative Code
3. (a) Policy Paper OR Debate Brief Options (30 points total)

- **OPTION ONE: Policy Paper**
  - Students will pick a policy issue that is important to them and develop a policy paper using the outline provided below. This paper should be a scholarly, researched, and referenced presentation in APA format. The majority of your references should be from the professional literature rather than from websites. You are expected to have a minimum of 6 references. The paper should be between 4-6 pages in length and is worth 30 points.

- **Overview of the Social Issue and Policy (5 points)**
  - Identify a social issue of concern or interest to you.
  - Describe this issue. Who is affected by it? How is this population affected? How many people (statistics) are affected? Are some groups more affected than others? Use online data sources and library research to address these questions.

- **Policy Solutions (10 points)**
  - Identify 1-2 major policies enacted to address this issue. You can look at the evolution of policies across history that have attempted to address the issue or you can examine the “web of policies” that is currently in place to address the issue in today’s society.
  - Describe each of these policies individually.
    - What are the manifest and latent goals of the policy?
    - How is the policy implemented?
    - What are the economic costs associated with the policy?
    - How do the policies you identified influence one another?

- **Analysis/Conclusion (10 points)**
  - In combination or over-time, how well have the policies addressed your identified social issue? Have they made the problem better or worse and how so?
  - Do the benefits of these policies warrant the expenditures?
  - What still needs to be done to adequately address this issue?
  - How congruent are these policy solutions with key social work values?

- **Clarity of your writing, correct grammar/spelling/punctuation, use of citations, and correct APA format. (5 points)**
OR …Complete OPTION b: DEBATE BRIEFING

OPTION (b) : DEBATE BRIEFING

This option is open to anyone who wants to participate in the debates in any of the following ways: as a debater; as a research team member/consultant; or as a judge. Regardless of what role you pick, you will turn in a debate briefing as outlined below. Your grade will be based on the written work you submit, not on any public speaking you may do in your role on the team! Students will do a briefing based on a class-selected debate topic. This is your opportunity to thoroughly research this issue and to document what you learned prior to debating/judging. This briefing should be a scholarly, researched, and referenced presentation in APA format. The majority of your references should be from the professional literature rather than from websites. You are expected to have a minimum of 6 references. The paper should be between 4-6 pages in length and is worth 30 points. (2 points extra credit to debaters)

Section 1: Significance: 10 points
- Every piece of info in all of the sections should include a citation reference indicating where the information came from!
- Format: For this section, you may use bullet points with short sentence explanations rather than paragraphs for ease of reading (similar to how many policy briefs are written!)

For Section 1 INCLUDE:
1. Statistical data on the problem area or policy
   a. Include stats on numbers of people impacted, economic impacts, crime and health data
2. Identify key pieces of modern day legislation related to the issue
3. Identify primary goals of the policy (manifest and latent)

Section 2. Arguing the Policy – 15 points
- Format: Paragraph/sentence format; Include citations

For Section 2, INCLUDE:
1. Who benefits from the policy as it is now; how do they benefit; and who would (rightly or wrongly) lose out if we changed it?
2. Are any groups disproportionately impacted by the existing policy and in what ways (consider human rights, economics, crime policy, voting/democracy)?
3. What arguments can you make to either justify the policy as it is or suggest a third alternative?
4. What moral arguments are used to justify the policy or might justify changing the policy?
5. Find at least one article from the following perspectives and explain how you might apply it (you might use it to critique the current system or you might use it to critique the proposed change):
   a. Feminist Theory
   b. Critical Race Theory or a sub-group
   c. Indigenous Approaches to Justice
   d. Religious text new to you (if you go this route, apply it in a way you are willing to defend and that is respectful)
   e. Marxism
   f. Other (if ok'd by instructor)
Clarity of your writing, correct grammar/spelling/punctuation, use of citations, and correct APA format. **(5 points)**

- *Extra credit may be given on activities approved by the instructor prior to participating such as volunteering in a political campaign attended a campus or community event about a policy issue and doing a write up. Max of two (2) extra credit points. 2 points extra credit to debaters for public speaking.*

**Grading:**

- Grades will be awarded based upon your performance on the aforementioned course requirements.
  - Important Policies Chart 15 points
  - Midterm Exam 25 points
  - Final Exam 25 points
  - Social Policy Paper 30 points
  - Participation 5 points

- The following scale will be used to determine letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 or higher</td>
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<tr>
<td>A-</td>
<td>94-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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</table>

- Any grade below a 60 is failing and will receive an F.
## Sample Proposed Schedule of Classes:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Focus/Event</th>
<th>Readings/assignments due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug 27</td>
<td>Welcome, Introductions and Syllabus</td>
<td>First class. No readings for today</td>
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<td></td>
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<td>2. <strong>WebCampus</strong>: Iris Marion Young. “Justice and the Politics of Difference” ch. 2 (pgs. 39-64).</td>
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<td></td>
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<td></td>
<td>2. <strong>Jansson</strong>, Ch 1, Clients, Social Workers and the Welfare State</td>
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<td></td>
<td>Sept 5</td>
<td>History of the Social Work Profession</td>
<td>1. <strong>WebCampus: Trattner</strong>, Chapter 1 (pg 1-12), The Background</td>
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<td></td>
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<td>2. <strong>WebCampus: Dixon &amp; Roubideaux</strong> “Promises to Keep”: Introduction and pg 1-17.</td>
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<tr>
<td>Week 3</td>
<td>Sept 10</td>
<td>History – Feudalism, Colonialism and the beginning of Industrialization</td>
<td>1. <strong>Jansson</strong>, Ch 3</td>
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<tr>
<td></td>
<td>Sept 12</td>
<td>History – Feudalism, Colonialism and the beginning of Industrialization</td>
<td>2. <strong>Jansson</strong>, Ch 4 (through page 139)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sept 17</td>
<td>History – The Progressive Era</td>
<td>1. <strong>Begin Jansson</strong>, Ch 5</td>
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<td></td>
<td>Sept 19</td>
<td>History – The Progressive Era</td>
<td>1. <strong>Conclude Jansson</strong>, Ch 5</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>Week 5</td>
<td>Sept 24</td>
<td>History – The Depression</td>
<td><strong>1. Begin Jansson, Ch 6</strong></td>
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<td>Sept 26</td>
<td>History – The New Deal Era</td>
<td><strong>2. Conclude Jansson, Ch 6</strong></td>
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<td>Week 6</td>
<td>Oct 1</td>
<td>History – The Great Society</td>
<td><strong>1. Jansson, ch 7</strong></td>
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<td>Oct 3</td>
<td>History – The War on Poverty</td>
<td><strong>1. WebCampus, Trattner, Ch 16 War on the Welfare State</strong></td>
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<tr>
<td>Week 7</td>
<td>Oct 8</td>
<td>From Reagan to Obama: An Overview</td>
<td><strong>No reading - Review your notes and bring questions to help prepare you for the midterm</strong></td>
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<td>Oct 10</td>
<td>MIDTERM</td>
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<td>Oct 17</td>
<td>Discrimination &amp; Social Policy</td>
<td><strong>1. Barusch, Ch 9 + Ch 10</strong></td>
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<td><strong>2. WebCampus: Mcintosh:</strong> White Privilege (if you’ve already read McIntosh for another class, take a look at: Derrick Bell: Space-traders)**</td>
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<tr>
<td>Week 9</td>
<td>Oct 22</td>
<td>Discrimination cont.</td>
<td><strong>1. Barusch, Ch 8, Disability And Ch 12 on Women</strong></td>
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<td><strong>2. Barusch, Ch 4, Social Security Act</strong></td>
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<td>Week 10</td>
<td>Oct 29</td>
<td>Labor and Employment</td>
<td>1. Barusch, Ch 14</td>
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<td>Oct 31</td>
<td>Poverty &amp; Public Assistance Programs</td>
<td>1. Barusch, Ch 5, Poverty</td>
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<td>2. WebCampus – Karger &amp; Stoesz, Pages 241-244 (Pie chart and Myths/Facts about Public Assistance)</td>
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<td>Week 11</td>
<td>Nov 5</td>
<td>Children, schools and crime</td>
<td>1. Barusch, Ch 11</td>
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<td>Nov 7</td>
<td>Child Welfare</td>
<td>2. Cregor &amp; Hewitt, Dismantling the School-to-prison-pipeline (pg 5-7)</td>
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<td>2. WebCampus – Garner, ICWA</td>
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<tr>
<td>Week 12</td>
<td>Nov 14</td>
<td>Mental Health Policy</td>
<td>1. WebCampus: Karger &amp; Stoesz, Ch 14</td>
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<td>Nov 19</td>
<td>Health Care and Aging</td>
<td>1. Barusch, Ch 6 and Ch 13</td>
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<td></td>
<td></td>
<td></td>
<td>2. Review Barusch, pg 284 on Indian Health Service</td>
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</table>
A couple of last advisements.....

1. This syllabus is subject to revision by the professor in order to make adjustments as needed to fit with the class and student learning needs. I will announce any changes to assignments or due dates in class and via WebCampus e-mail but it is your responsibility to note down the dates as they are in the syllabus and to keep up with class/e-mail announcements regarding changes.

2. Please note that while I am a licensed attorney (lic. in California), I may not legally or ethically provide students with legal advice. Nothing we discuss in class should be taken as legal advice – if you need legal counsel it is best to consult a licensed Nevada attorney. The campus offers students access to legal counsel at http://www.nevadaasun.com/programs-services/asun-legal-services.html

Of course, if you are having trouble, legal or otherwise, and need help from faculty, I will be happy to support you in finding the resources you need.