

SOC/SW 262 SOCIAL WELFARE POLICIES AND PROGRAMS

SPRING 2021

Mondays & Wednesdays, 8 AM - 9:15 AM

Virtual Classroom in ZOOM

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OFFICE: CCC 452

CLASS IN ZOOM: Students will access class meetings via the Zoom link in the navigation bar in Canvas. (Outlook calendar invites also sent to students.)

Meeting ID: 921 7735 1590

Passcode: 6r465f

Canvas login, support, and training opportunities are available at:

www.uwsp.edu/canvas

VIRTUAL OFFICE HOURS: Monday, Wednesday, and Thursday, 9:30 – 10:30 AM

Meeting ID: 939 7851 8319

Passcode: 717338

REQUIRED TEXT:

DiNitto, D. (2016). *Social Welfare: Politics and Public Policy, 8th ed.* University of Texas.

Please select one (1) of the following books to read and critique. You will be required to submit our reflection papers on your selected book. The reaction paper assignments are outlined on page 9 in the syllabus.

Cantú, Francisco. *The line becomes a river: Dispatches from the border (2018)*. For Francisco Cantú, the border is in the blood: his mother, a park ranger and daughter of a Mexican immigrant, raised him in the scrublands of the Southwest. Haunted by the landscape of his youth, Cantú joins the Border Patrol. He and his partners are posted to remote regions crisscrossed by drug routes and smuggling corridors, where they learn to track other humans under blistering sun and through frigid nights. They haul in the dead and deliver to detention those they find alive. Cantú tries not to think where the stories go from there. Plagued by nightmares, he abandons the Patrol for civilian life. But when an immigrant friend travels to Mexico to visit his dying mother and does not return, Cantú discovers that the border has migrated with him, and now he must know the whole story. *The Line Becomes a River* makes urgent and personal the violence our border wreaks on both sides of the line.

Desmond, Matthew. *Evicted: Poverty and profit in the American city (2016)*. In Milwaukee, Desmond moved into a trailer park and then to a rooming house on the -poverty-stricken North Side and diligently took notes on the lives of people who pay 70 to 80 percent of their incomes for homes that, objectively speaking, are unfit for human habitation. He takes readers into the poorest neighborhoods of Milwaukee,

where families spend most of their income on housing and where eviction has become routine—a vicious cycle that deepens our country’s vast inequality. Based on years of embedded fieldwork and painstakingly gathered data, *Evicted* transforms our understanding of extreme poverty and economic exploitation while providing fresh ideas for solving a devastating, uniquely American problem.

Land, Stephanie. *Maid: Hard work, low pay, and a mother’s will to survive (2019)*. While the gap between upper middle-class Americans and the working poor widens, grueling low-wage domestic and service work--primarily done by women--fuels the economic success of the wealthy. Stephanie Land worked for years as a maid, pulling long hours while struggling as a single mom to keep a roof over her daughter's head. In *Maid*, she reveals the dark truth of what it takes to survive and thrive in today's inequitable society. While she worked hard to scratch her way out of poverty as a single parent, scrubbing the toilets of the wealthy, navigating domestic labor jobs, higher education, assisted housing, and a tangled web of government assistance, Stephanie wrote stories of overworked and underpaid Americans. *Maid* explores the underbelly of upper-middle class America and the reality of what it's like to be in service to them.

Stevenson, Bryan. *Just Mercy: A story of Justice and Redemption (2014)*. Unfairness in the Justice system is a major theme of our age. DNA analysis exposes false convictions on a regular basis. The predominance of racial minorities in jails and prisons suggests systemic bias. Sentencing guidelines born of the war on drugs look increasingly draconian. Studies cast doubt on the accuracy of eyewitness testimony. Even the states that still kill people appear to have forgotten how; lately executions have been botched to horrific effect. Stevenson is the co-founder of the Equal Justice Initiative, and this book focuses mainly on that work, and those clients. Stevenson has worked to free scores of people from wrongful or excessive punishment, arguing five times before the Supreme Court. His writing reaffirms that we should judge the character of a society by how they treat the poor, the condemned, and the incarcerated. He reminds us that people should be defined by more than the worst thing they have done, and he challenges capital punishment by asking, “Do we deserve to kill?”

COURSE DESCRIPTION:

This course introduces students to policy practice in public and private organizations and in community and legislative arenas. Students will learn to analyze social policy, understand policy implication, and research and analyze a policy for proposed change or implementation. This course will also emphasize the development and implementation of political strategy, policy formation, as well as the policy evaluation in historical context of social welfare policies in the U.S., and the negotiation of policy changes.

COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will

take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

COURSE OBJECTIVES:

Students who successfully complete this course will be able to:

1. Understand that policies define the context within social service delivery systems from micro to macro levels. (Social Work Competency 5)
2. Analyze a specific social welfare policy to assess its effectiveness at combating social injustice and inequality (Competencies 1, 2, 3, 4, & 5).
3. Understand the value base of social policy practice, including value for diversity, and develop skills in cultural competence when analyzing policy (Competencies 2, 3, 5, 7, & 9).
4. Understand the value of and skills necessary to engage in political action and policy practice (Competencies 5, 6, 8 and 9).
5. Demonstrate the ability to utilize the results of evaluation and research to build effectiveness in understanding policy effectiveness (Competencies 4, 5, & 9).
6. Understand and implement negotiation techniques to affect policy advocacy or changes in policy (Competency 5).

CLASS FORMAT:

Classes will be structured to meet synchronously in Zoom and will include lecture, discussion, media clips, individual and group exercises. Each class will be recorded and posted in pages in Zoom for any student unable to attend at the scheduled time.

Zoom Etiquette Tips/Reminders:

- Ensure your workspace is quiet, clean, and has an appropriate background. Or, use a virtual background.
- Check your Wi-Fi, test your video and audio, and get familiar with the software before entering the meeting. Keep your microphone on mute until speaking.
- Zoom includes nonverbal feedback buttons for raising your hand that can be utilized during class.
- Be on time to meetings, dress appropriately, and behave in a professional manner when using video.
- Pay attention to your video, microphone, and screen sharing settings to avoid embarrassing mistakes. Always keep breakout rooms appropriate.

COURSE REQUIREMENTS:

All assignments will be submitted in Canvas on or before their due date. All written assignments must adhere to **APA guidelines**. Students are responsible for obtaining guideline information. Please see the instructor if you need assistance in doing this.

Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. One participation point will be awarded per class based on attendance and participation in synchronous or asynchronous format.

Please note that attendance will be taken at the beginning of each class. If a student is unable to attend class, they can view the recording of class and email the instructor a 3-5 sentence summary of the topics covered in class for their attendance point.

CLASSROOM CULTURE

One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. There is an expectation that students will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups use the language that is presently acceptable to that group.
- When referring to people who have intellectual, cognitive, or emotional challenges, are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “people with disabilities”, undocumented immigrant or worker, etc.

WRITING ASSIGNMENTS:

- ◆ Papers will be graded on accuracy, breadth of content, and development of ideas, spelling, and grammar.
- ◆ Spelling and grammar should be checked. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ When references are used, ALL references must appear in a reference list at the end of the paper in APA formatting. In text citations must be used when citing information from outside sources.
- ◆ All assignments are posted on assignment module of CANVAS, in the Syllabus, and in the course calendar.

LATE PAPERS/MISSED EXAMS/INCOMPLETES

Students are expected to complete course work by the date that it is due. Students are responsible to contact me to negotiate for any alternate date and this must be done **BEFORE THE DUE DATE**. The same process is necessary to request an incomplete.

Requesting an extension does not automatically mean that you will receive one. If assignments are turned in late, partial credit will be given. No late assignments will be accepted two weeks past their due date. Please attend office hours or arrange an appointment to discuss any assistance you may need.

PLAGIARISM

Plagiarism—using words or ideas of another person without citation—will result in lost points and could lead to a failing grade on an assignment. Any quotation, fact, or major idea taken from a book, article, or other source, must be cited within the text of your paper, as well as being included in your reference list at the end of the paper using APA formatting.

SPECIAL NEEDS

UWSP is committed to providing appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition where you need assistance, please contact the Disability and Assistive Technology Center- 609 ALB (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. website:

<http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

CONFIDENTIALITY

At times we will be discussing personal situations or examples about real people. It is important that class members respect the confidentiality of the people who are discussed. Members of the class may wish to make comments that they do not want repeated outside of the classroom, so please respect the confidentiality of your peers.

POLICY RELATED TO SEXUAL VIOLENCE ON CAMPUS

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. If you disclose sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students. The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <http://www.uwsp.edu/dos/Pages/default.aspx>

RIGHTS AND RESPONSIBILITIES

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at: <http://www.uwsp.edu/admin/stuaffairs/rights/rightsCommBillRights.pdf>

Changes in assignments or dates of assignments will be announced as far ahead of time as possible.

CLASS TOPICS AND ASSIGNMENTS

Week 1 (1/25/21 & 1/27/20)

- **Topic:** Introductions
- **Read:** Chapter One: Politics and the Policy Making Process
- **Assignment:** Choose and obtain paperback book from list above and post your book selection in the discussion post
- Content Focus: Social Work Competency 5

Week 2 (2/1/21 & 2/3/21)

- **Topic:** Evaluating Policy
- **Read:** Chapter Two: Analyzing, Implementing, and Evaluating Social Welfare Policy
- **In-class discussion of policy analysis project**
- Content Focus: Social Work Competencies 5, 7, and 9

Week 3 (2/8/21 & 2/10/21)

- **Topic:** History of Social Welfare Policy; research project discussion
- **Read:** Chapter 3: Politics and the History of Social Welfare Policy
- **Assignment: Read:**
 - Cantú: p. 1-62
 - Desmond: Part 1: RENT
 - Lamb: p. 1-63
 - Stevenson: Introduction, Chap. 1-3
- **Assignment: Reaction paper due by Midnight on 2/10/21**
- Content Focus: Social Work Competencies 1, 3, and 4

Week 4 (2/15/21 & 2/17/21)

- **Topic:** Poverty
- **Read:** DiNitto, Chapter 4: Ending Poverty: Is It an Issue Anymore?
- **Assignment: Complete Policy Analysis project worksheet by 8 AM on 2/17/21**
- Content Focus: Social Work Competencies 1, 2, 3, and 4

Week 5 (2/22/21 & 2/24/21)

- **Topic:** TANF/W2
- **Read:** DiNitto, Chapter 7: Helping Needy Families: An End to Welfare as we knew it
- Content Focus: Social Work Competencies 1, 3 and 5
- **Assignment: Policy Analysis Paper I- Services, benefits, and gaps- due by midnight on 2/24/21**

Week 6 (3/1/21 & 3/3/21)

- **Topic:** TANF/W2 Preventing Poverty and Social Insurance
- **Read:** DiNitto, Chapter 5: Social Insurance and Personal Responsibility
- **Assignment: Read: chosen paperback book:**
 - Cantú: p. 62-123
 - Desmond: Part 2: OUT
 - Lamb: p. 64-132
 - Stevenson: Chap. 4-7
- **Assignment: Reaction Paper Due by midnight on 3/3/21**
- Content Focus: Social Work Competencies 2, 3, 5, 6, and 7

Week 7 (3/8/21 & 3/10/21)

- **Topic:** Employment Policy
- **Read:** Dinitto, Chapter 6: Disability Policy: Embracing a Civil Rights Perspective
- **Exam Review on 3/10/21**

Week 8 (3/15/20 & 3/17/21)- Midterm online exam on 3/17/21

- **Topic:** Disability Policy
- **MIDTERM EXAM at 8 AM on 3/17/21-** complete in Canvas under Quizzes
- Content Focus: Social Work Competencies 1 and 2

SPRING BREAK- 3/20/21-3/28/21

Week 9 (3/29/21 & 3/31/21)

- **Topic:** Healthcare
- **Read:** DiNitto, Chapter 8: Financing Healthcare: Can all Americans be insured?
- **Read: chosen paperback book:**
 - Cantú: p. 123-178
 - Desmond: Part 3, AFTER
 - Stevenson: Chap. 8-11
 - Land: p. 133-209
- **Assignment: Reaction Paper due by midnight on 3/31/21**
- Content Focus: Social Work Competencies 3 and 5

Week 10 (4/5/21 & 4/7/21)

- **Topic:** Education and Employment
- **Read:** DiNitto, Chapter 9: Preventing Poverty: Education and Employment Policy
- **Assignment: Listen to Assigned Podcast and post reflection in Discussions- due at midnight on 4/7/21**
- Content Focus: Social Work Competencies 3 and 5

Week 11 (4/12/21 & 4/14/21)

- **Topic:** Social Services
- **Read:** DiNitto, Chapter 10: Providing Social Services: Help for children, older Americans, and individuals with mental and substance use disorders

- **Assignment: Policy Analysis paper II- History and Ideology due by midnight on 4/14/21**
- Content Focus: Social Work Competencies 1, 4, and 5

Week 12 (4/19/21 & 4/21/21)

- **Topic:** Creating Policy within a diverse society
- **Read:** DiNitto, Chapter 11: The Challenges of a Diverse Society: Gender and Sexual Orientation
- **Read: chosen paperback book:**
 - o Cantú: p. 178-247
 - o Desmond: Epilogue: Home and Hope; About this Project
 - o Land: p. 209-270
 - o Stevenson: Chap. 12- Epilogue
- **Assignment: Reaction Paper due by midnight on 4/21/21**
- Content Focus: Social Work Competences 1, 2, 3, and 5

Week 13 (4/26/21 & 4/28/21)

- **Topic:** Creating Policy within a Diverse Society
- **Read:** DiNitto, Chapter 12: The Challenges of a Diverse Society: Race, Ethnicity, and Immigration
- Content Focus: Social Work Competencies 1, 2, 6, 7 and 8

Week 14 (5/3/21 & 5/5/21)

- **Topic:** Politics and the Future of Social Welfare Policy
- **Read:** DiNitto: Conclusion: Politics, Rationalism, and the Future of Social Welfare Policy
- **Assignment: Policy Analysis Paper III- Evaluation due by midnight on 5/5/21**

Week 15 (5/10/21 & 5/12/21)

- **Topic:** Course wrap up
- **In Class Exam Review 5/12/21**
- Content Focus: Social Work Competencies 3, 5, and 9

Week 16 (5/21/21)

FINAL EXAM – 10:15 AM-12:15 PM on 5/21/21

- During finals week, the exam will be located on the home page in CANVAS in the first module labeled "Final Exam". On the day of the scheduled final, the exam will be unlocked at 10:15 AM and must be completed by 12:15 PM.

EXAMS:

Students will complete two online exams in the course of the semester.

- A **midterm exam (50 pts)** will be unlocked in CANVAS at 8 AM until 9:15 AM on 3/17/21. Students will have 90 minutes to take this test.
- The **final exam (50 pts)** will be opened for a 2-hour period at our scheduled final exam time from 10:15 AM – 12:15 PM on 5/21/21.

- Questions will be multiple choice and true/false. Study guides are posted in Canvas to help students prepare. Additionally, an exam review will take place during weeks 7 and 15.
- Please note, students are unable close in and out of the exam, so they must be completed at one time.

ASSIGNMENT DETAIL:

SUPPLEMENTAL BOOK REACTION PAPERS: (S. Work Competencies 3 and 5) **Several times in the course of the semester, you will submit brief reaction papers on your chosen paperback book.** These should be submitted on the class Canvas website by 8 AM on 2/10/21, 3/3/21, 3/31/21, and 4/21/21.

Topic ideas may include (but are not limited to):

- What forms of oppression and discrimination are identified in your book? Does the book change your perspective on these issues?
- What barriers due the characters in the book experience to achieving social and economic equality?
- What suggestions do you have for policy development and/or changes that could improve the situations for the individuals in the book?
- What are your thoughts on the government's response to the social problems discussed in your book? **(15 points each)**

*These papers should be written in APA format. Please do not simply summarize the chapters. I am interested in your perspective and reflection on the ideas presented in your book.

POLICY ANALYSIS RESEARCH ASSIGNMENTS: (Social Work Competencies 1, 2, 3, 5, and 9)

By 2/15/21, students will choose a specific social welfare policy to research and analyze over the course of the semester.

1. Students will complete the **Policy Analysis worksheet** to identify their policy selection by **2/15/21** (5 points).
2. **Policy Analysis Paper I- Services, Benefits, and Gaps (25 pts) Due 2/24/21:**
 - a. Examine Program Information provided through government and agency websites, brochures, social service agencies, etc. and
 - b. Provide an overview and goals of the policy.
 - c. Describe eligibility criteria and the clientele served.
 - d. Outline the services and benefits provided.
 - e. Identify any potential eligibility or service gaps. Are there persons the program may not be reaching? What barriers to services exist?
 - f. Use Headings to organize your paper; write in APA format. This paper should be approximately 3-4 pages in length in addition to the reference page. Use a minimum of three sources for this paper.

3. **Policy Analysis Paper II-History and Ideology (25 pts) Due 4/14/21**

- a. Define **the historical problem** behind the policy.
 - i. What was going on in history at the time this policy was implemented?
 - ii. Why was this policy implemented at that specific time?
 - iii. What problem in society led to the development of this specific policy?
- b. Describe the Political ideology surrounding the policy.
 - i. When reviewing goals, services, funding, design, implementation, etc., is this a conservative or liberal policy or both?
 - ii. Note: This is not determined by the political party in power at the time the policy was enacted, but rather by the various aspects of the policy. Some policies have aspects of both liberal and conservative ideology.
 - iii. Please write in APA format and use headings to organize your paper. This paper should be approximately 3-4 pages in length in addition to the reference page. Use a minimum of 3 peer reviewed sources.

4. **Policy Analysis Paper III- Evaluation (30 pts) Due 5/5/21**

- a. Describe your **personal perspective** on the policy. Use some of the questions below as a guide to your evaluation.
- b. Outcomes Evaluation
 - i. Are intended services being delivered to the intended persons?
 - ii. Are the outcome goals being achieved?
 - iii. Is the problem made better?
- c. Strengths of the Policy
 - i. Are resources being used efficiently? Is the cost reasonable to the benefits?
 - ii. Is this policy doing its job at combating poverty and inequality? Other social problems?
- d. Policy Recommendations
 - i. How could the policy be improved? Would alternative approaches yield benefits at a lesser cost?
 - ii. What general recommendations or suggested changes to the policy would improve the outcomes?

**Write this paper in APA format, use headings, and include a reference page. This paper should be approximately 4 pages in length. Use a minimum of 3 peer reviewed sources for this assignment.

EXTRA CREDIT:

Students will have the opportunity to earn up to 20 extra credit points during the semester by engaging in additional learning opportunities. Extra credit opportunities will be developed and announced to students over the course of the semester.

COURSE POINTS

Podcast/discussion post	=	10 pts
Participation	=	30 pts.
Reaction Papers	=	60 pts.
Policy Analysis Papers	=	80 pts.
Midterm Exam	=	50 pts.
<u>Final Exam</u>	=	<u>50 pts.</u>
Total		280 pts.

GRADING SCALE

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 & below