

SW 601
Social Welfare Policy and Services
San Diego State University
School of Social Work
Fall 2006

Monday 7:00 pm – 9:40 pm HH 222
Wednesday 9:00 am – 11:40 am HH 222
4:00 pm - 7:40 pm HH 222

Office Hours:

Monday 6:00 pm – 7:00 pm
Wednesday 8:00 am – 9:00 am
3:00 pm – 4:00 pm

And by appointment

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Hepner Hall 209

Note: Classroom is a Cell Phone/Pager Free Zone.

Purpose

This course will trace the historical origins of social welfare and its evolution in the United States from the colonial period to the present. The philosophical assumptions underlying changing social policies, as well as the social conditions and values that precipitated them, will be examined. The history of the social work profession and its origins, values, and contributions will be discussed. The course will emphasize the diversity of values and beliefs that have been the basis of the American social welfare system. Principles of analysis, synthesis, and evaluation will be used with reference to social policies in the areas of poverty, inequality, income maintenance, and social justice, which have impacted the mental health, health, and other human service delivery systems.

Objectives

Knowledge

By the end of the semester, the students will be able to:

1. Describe selected frameworks for policy analysis that provide an understanding of the development of social welfare policy initiatives and the implementation of policies designed to address those initiatives.
2. Describe the changing conceptions of oppression and discrimination, the changing explanations of their causes, and the policies designed to address them.
3. Describe the emergence of classism, racism, ageism, and sexism as precipitating factors for developing and implementing social welfare policy initiatives.

4. Describe the contributions of the social work profession to advances in social welfare policy.
5. Describe the periods of social welfare policy history in the United States.

Skills

At the end of the semester, the students will be able to:

1. Identify major policy initiatives and analyze their underlying antecedents in the history of social welfare in the United States.
2. Analyze alternative solutions to contemporary social problems based on the historical dynamics of social welfare in the United States.
3. Analyze the decision-making issues aimed at shaping policies that combat the causes and effects of institutionalized forms of oppression and discrimination.
4. Describe a policy approach for guiding the development of programs that further the achievement of social and economic justice.
5. Describe the use of appropriate research-based knowledge and technological advances in analyzing policies.
6. Analyze the implications of policy implementation, especially for populations-at-risk from differing social, cultural, racial, religious, spiritual, and class backgrounds.

Values and Ethics

At the end of the semester, the students will be able to:

1. Clarify conflicting values and ethical dilemmas that interfere in their ability to analyze policies in a fair and equitable manner.
2. Describe how to empower groups or organizations to confront and challenge oppression, discrimination, and inequality in social welfare policies at federal, state, or local levels.
3. Describe how to advocate for populations-at-risk to receive fair and equitable services at the community or organizational level and to make social institutions more humane and responsive to human needs.
4. Describe applications of the NASW Code of Ethics to social policy issues.

Required Text Books

Tice, Carolyn J. and Kathleen Perkins (2002). *The Faces of Social Policy*. Pacific Grove, CA: Brooks/Cole.

Chapin, Rosemary K. (2007). *Social Policy for Effective Practice*. New York: McGraw Hill.

Rodriguez, Luis J. (1994). *Always Running: La Vida Loca*. New York: Touchstone.

In addition to the required text books, you are also responsible for securing the course reader which is on reserve and also available via electronic reserve. To access all readings on the ERes, you will need to have Adobe Acrobat, a free software program. The ERes has instructions for downloading Adobe Acrobat.

<http://ecr.sdsu.edu/>

You can locate the materials by using the name of the instructor (Engstrom, D)
The password for the class is: socialpolicy

Optional WORLD WIDE WEB Readings

To keep up with the policy changes and social conditions, I suggest that you skim the web-based versions of one of the following three major daily newspapers

www.washingtonpost.com

www.latimes.com

www.nytimes.com

All three are free but all require you to register as a user.

The U.S. Census Bureau has a number of reports that you may find useful for the course. Among the most important references for policy is the annual Statistical Abstract of the United States. You can follow the links to the Statistical Abstract and other reports

www.census.gov

The Ways and Means Committee of the House of Representatives publishes its Green Book on federal government social welfare programs. It is an excellent source of information (history, benefits, eligibility criteria, etc). It can be reach at:

- U.S. House, Ways and Means Committee, 2004 Green Book
<http://www.gpoaccess.gov/wmprints/green/index.html>

Course Assignments

1. Discussion Paper:

In *Always Running*, is Luis Rodriquez's autobiography about his life in a Mexican-American barrio in East L.A. Central to the narrative is the issue of social exclusion, a reality for all too many persons living in the present-day United States. For your paper, identify one area of policy exclusion, bring evidence from the narrative to illustrate the nature and consequence of exclusion, and briefly discuss a policy remedy. No more than 4-5 pages. This assignment will account for 25% of the course grade. This assignment will be due on **October 4th**.

2. Examination:

The second assignment will consist of a multiple-choice examination in class on **November 8th**. The questions will cover required readings up through the 3rd of November and other materials presented in class. This assignment will account for 25% of the course grade.

3. Social Policy Analysis:

Policy is created, reformed, or abolished because a social problem exists that requires action to lessen its impact. Social welfare policy addresses problems that affect the lives of individuals, groups, or whole societies. Social workers are concerned with these same problems and should therefore be adept at influencing social welfare policy.

A hybrid social welfare policy analysis model based on the work of Gilbert and Specht, Chambers, and Chapin will be provided by week 3 and will serve as the basis of the final assignment.

The social policy analysis assignment is required to be a typed (with 12 pt. font), double-spaced (with 1 in. margins), 12-14 page paper. At least 12 (individually written papers) and 16 (group papers) different references consisting of government documents, refereed publications, and World Wide Web sites must be cited using the APA format. The social policy analysis is due on **December 6th**. This assignment will account for 50% of the course grade.

Group papers are permitted and encouraged. For most students, this is the first time using the political writing style and first time analyzing policy/law. Having other students to work with can make this process less taxing. However, you should choose your group members wisely (i.e., common residential area, similar time schedule, similar social issues interest). All students in groups are expected to do an equal share of the work. If a group finds that they have taken on a "freeloader," they should immediately inform the professor who will instruct the student to complete the policy analysis paper on his/her own.

Students working in groups should identify what contribution they made to the paper and attach the statement (no longer than one paragraph) to the body of the paper. The statements of contribution do not count towards the paper length.

Each student or group must turn in a description of the policy analysis (one paragraph) by week five that includes (a) the social issue and (b) the title of the public policy/law you will be using.

Criteria for Grading Written Assignments

1. Content. Assignment is accurate, comprehensive, and documented appropriately. Ideas are adequately supported.
2. Clarity. Ideas are focused and stated specifically. Vague references and rambling are avoided.
3. Articulation. Assignment is free of spelling, grammatical and punctuation errors. Fragmented or run-on sentences are avoided.
4. Organization. The specific requirements of the assignment are accomplished. The outline for the assignment is followed and completed in detail.

Grading Policies

The points and grade distribution for determining the final course grade are as follows:

<u>Points</u>	<u>Grade</u>
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Note: The instructor reserves the right to reduce the final course grade if a student has more than two absences.

Course Outline

Week 1
8/30/06

Introduction

Week 2
9/6/06

Values and Theories of Social Welfare

Required Readings

Tice & Perkins, *Faces of Social of Social Policy*, Chpt. 1

Chapin, *Social Policy*, Chpt. 1

Paulo Freire, "A Critical Understanding of Social Work" *

Review the International Federation of Social Worker's statement on "What is Social Work?" (<http://www.ifsw.org/Publications/4.6e.pub.html>) and pay special attention to the sections on "Definition" and "Values."

Week 3
9/13/06

Policy Analysis Paper Overview

Required Readings

Chapin, Chpt. 5

Review the IFSW and NASW statements on Social Work and Ethics, especially as those documents relate to macro concepts such as social justice, human rights, and policy practice.

www.ifsw.org/Publications/4.6e.pub.html

<http://www.socialworkers.org/pubs/code/code.asp>

Week 4
9/20/06

Social Welfare Development and Context

Required Readings

Chapin, Chpt. 6

Gilbert, "Toward the Enabling State"*

Week 5
9/27/06

Legacies of Feudal and Post Feudal Institutions

Required Readings

Tice and Perkins, Chpts. 2, 3, & 4
 “The Statutes at Large (An Act for the Relief of the Poor, 43, Elizabeth, 1601)” *
 “‘Warning Out’ Measures” *

Library Tour

Week 6
10/4/06

Social Welfare in the 19th Century and Progressive Era

Required Readings

Tice & Perkins, Chpts. 5 & 6
 Jane Addams, “The Subjective Necessity for Social Settlements” *
 Josephine Shaw Lowell, “The Economic and Moral Effects of Public Outdoor Relief” *

Discussion Paper Due

Week 7
10/11/06

The Emerging Welfare State

Required Readings

Tice & Perkins, Chpts. 7 & 8
 Kevin Starr, “Soup Kitchens, Migrant Camps, and Other Relief Efforts” *
 Richard White, “The Depression” *

Week 8
10/18/06

The Great Society and its Aftermath

Required Readings

Tice & Perkins, Chpts. 9 & 10
 Lyndon B. Johnson, “Message to Congress on Poverty” *

Week 9
10/25/06

Conservative Eclipse

Required Readings

Tice and Perkins, Chpts. 11 & 12.
Charles Murray, *Losing Ground*, “Constraints on Helping”*

Week 10
11/1/06

Poverty and Civil and Human Rights

Required Readings

Chapin, Chpt. 8

- U.S. Census Bureau, *Income, Poverty, and Health Insurance Coverage in the United States: 2004*

<http://www.census.gov/hhes/www/poverty04.htm>

David Shipler, *The Working Poor*, “Money and Its Opposite”*

Jim Ife, *Human Rights and Social Work*, “The Three Generations of Human Rights” *

Week 11
11/8/06

Policies and Programs for Children and Families

Required Readings

Chapin, Chpt. 9

In-class examination

Week 12
11/15/06

Immigration Policy

Required Readings

Samuel Huntington, “The Hispanic Challenge,”* (available online through the SDSU Library)

David Engstrom, “Immigrants and Exclusion,” in *Our Diverse Society* eds. David Engstrom and Lissette Piedra, Washington, DC: NASW Press, 2006)

Michael Fix and Jeffrey Passel, “The Scope and Impact of Welfare Reform’s Immigrant Provisions”

http://www.urban.org/UploadedPDF/410412_discussion02-03.pdf

Week 13

Health and Mental Health Policies and Programs

11/22/06

Required Readings

Chapin, Chpt. 10

David Shipler, *The Working Poor*, “Body and Mind”*

Edward Lawlor, “Access to Health and Social Services in a Diverse Society”*

Week 14

Aging and Social Welfare Policy

11/29/06

Required Readings

Chapin Chpt. 11

Week 15

Policy Practice

12/6/06

Required Readings

Chapin Chpt. 12

*On electronic circulation at the library. <http://ecr.sdsu.edu/>

**You can locate the materials by using the name of the instructor.
The password is: socialpolicy**

Bibliography

- Addams, Jane. (1999) *Twenty Years at Hull House*. (Signet Press: New York).
- Dunbar, Ellen Russell. (1994). "Early Development of Modern Social Welfare Policy 16th Century Spain," Paper presented at CSWE, Atlanta, Georgia.
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- Fix, Michael and Jeffrey Passel (2002). "The Scope and Impact of Welfare Reform's Immigrant Provisions," *Urban Institute Discussion Papers 02-03*. (Urban Institute, Washington, DC).
- Freire, Paulo. (1990). "A Critical Understanding of Social Work," *Journal of Progressive Human Services*, vol. 1.
- Gilbert, Neil. (2002). *Transformation of the Welfare State: The Silent Surrender of Public Responsibility*. (Oxford University Press: New York).
- Hacker, Jacob S. (2002). *The Divided Welfare State: The Battle over Public and Private Social Benefits in the United States*. (Cambridge University Press: New York).
- Huntington, Samuel (2004). "The Hispanic Challenge." Foreign Policy (March/April): 30 – 46.
- Ife, Jim. (2001). *Human Rights and Social Work: Towards Rights-Based Practice*. (Cambridge University Press: New York).
- Johnson, Lyndon B. "Message to Congress (March 3, 1964) on Poverty. In Hanna Meissner, ed. (1966) *Poverty in the Affluent Society*. (Harper and Row: New York).
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- Lowell, Josephine Shaw. "The Economic and Moral Effects of Public Outdoor Relief," in June Axinn and Herman Levin, (1992). *Social Welfare*. (Longman: White Plains, NY).
- Murray, Charles. (1984). *Losing Ground*. (Basic Books: New York).

Phillipps, Kevin. (2002). *Wealth and Democracy: A Political History of the American Rich*. (Basic Books: New York).

Shipler, David K. (2004). *The Working Poor: Invisible in America* (Alfred A. Knopf: New York).

Starr, Keven. (1996). *Endangered Dreams: The Great Depression in California*. (Oxford University Press: New York).

The Statutes at Large (An Act for the Relief of the Poor, 43, Elizabeth, 1601) in June Axinn and Herman Levin, (1992). *Social Welfare*. (Longman; White Plains, NY).

Sullivan, Andrew (2000). "State of the Union: Why 'Civil Union' Isn't Marriage." *The New Republic* (May 8th).

U.S. Census Bureau (2005). *Income, Poverty, and Health Insurance Coverage in the United States: 2004*. (Washington, D.C., U.S. Government Printing Office).

White, Richard. (1991). "*It's Your Misfortune and None of My Own*": A New History of the American West. (University of Oklahoma Press: Norman, Ok).