Class Meeting Dates: January 21, 28; February 04, 11, 18, 25; March 04, 11, 25; April 01, 08, 15, 22, 29; May 06, 2010 (total of 15 sessions).

N.B. Please refer to my web site for additional information on the course that can be helpful to you. Go to: http://www2.uta.edu/ssw/watts/documents/index.htm

Recycling and sustainability: Please help our fragile environment by recycling this paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the building. Thanks.

I. Description of Course Content:

Examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession also is examined in the context of the evolution and function of the contemporary American social welfare system. Required of all first-year students (Course description, from the UTA Graduate and Undergraduate Catalogues).

This course introduces students to the foundations of social policy. Topics include: the history and current structures of social welfare services; the role of policy in service delivery and in social work practice, and attainment of individual and social well being; comparative and international social welfare, and other topics. Models for analyzing social welfare policy are introduced, and students apply these models to past policy decisions and current issues. The course emphasizes understanding of current developments in social welfare, such as the trend towards the privatization of social welfare services. Factors affecting the structure and dynamics of social welfare policies and services and the important role of the social work profession within that framework are identified. Course content builds on a liberal arts foundation and includes social philosophy, values and ethics, social and economic justice, oppression, diversity, populations at risk, and welfare as well-being. Critical thinking skills are emphasized and, where available, the course employs an evidence informed practice approach.

II. Student Learning Outcomes:

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

1. Analyze and evaluate social welfare policies and policy processes.
2. Understand the values that serve as the underpinning for American society and social welfare policy and discuss the implications and applications in social policy and social work.
3. Apply knowledge of historical influences in social welfare to contemporary issues in social welfare policies, and services.
4. Evaluate the impact of the privatization of social welfare, and the neo-conservative perspective and other perspectives, including the impact of devolution on service delivery.
5. Understand the role and influence of the social work profession in respect to social welfare policies and services and conversely, their impact on the social work profession.
6. Demonstrate skills of policy analysis as a means of evaluating past, present and proposed social policies, particularly as they apply to diverse populations and populations at risk.
7. Demonstrate knowledge of a comparative and international perspective on social welfare.
8. Understand and demonstrate the ethical mandate for advocacy and empowerment in social work, particularly as it relates to oppression, impoverishment and populations at risk.
9. Demonstrate familiarity with researching policy source materials from government documents and other sources.

Format of the Course
The role of the instructor in this course is diverse, including such roles as lecturer, facilitator, consultant and resource person to students. Active participation, thoughtful reading, thinking and discussion are necessary for a fruitful and productive learning experience. Will Rogers (1935) once said that “…everybody is ignorant, only on different subjects.” Your instructor is assuredly ignorant about many different subjects. We are all here to learn about this seminal topic in an open and unassuming way.

III. Requirements
In the MSSW Program, this course is required as part of the foundation MSSW curriculum (prerequisite for the course being SOCW 5309 “Professional Foundations of Social Work”). In the BSW Program, this course is a required course (with the prerequisite being SOCW 2311 “Introduction to Social Work”).

IV. Required Textbooks and Other Course Materials
P.S. A copy of this book has been placed on 2-hour Reserve in the UTA Library.
Recommended But Not Required:
U.S. House Ways and Means Committee Green Book. This can be accessed at:

V. Course Outline/Topics and Readings
Session 01, Jan. 21 INTRODUCTION TO THE COURSE

Session 02, Jan. 28 INTRODUCTION TO SOCIAL WELFARE POLICY I

9 AM. There will be a presentation and discussion on “Key Library Sources in Social Welfare Policy”, by John Dillard, MLS, professional librarian, UTA Library. This will take place in the classroom.


N.B. The following encyclopedia entries are on my web site:
I will be discussing the sections in the textbook on “The U.S. Economic Continuum” (pp. 07-13) and on “The U.S. Political Continuum” (pp. 13-18), making references to the encyclopedia entries on the “Democratic Party” and the “Republican Party,” in an effort on my part to make this “come alive” after the 2008 election year. None of the encyclopedia entries are required reading.

Session 03, Feb. 04  INTRODUCTION TO SOCIAL WELFARE POLICY II


Session 04, Feb. 11  RELIGION & SOCIAL WELFARE POLICY I; SOCIAL WELFARE POLICY RESEARCH I


Session 05, Feb. 18  RELIGION & SOCIAL WELFARE POLICY II; SOCIAL WELFARE POLICY RESEARCH II; REVIEW


Suggested But Not Required: Avant, 2004; Coulter, et. al., 2007; Crabtree & Baba, 2001; Dean & Khan, 1997; Donaldson & Scriven, 2003; Dorff, 2002; Fernea, 1998; Gaupp, 1968; Glassé, 2001; Gupta & Pillai, 2006; Hegar, 2005; Hoefer, 2006; Jenkins, 2003; Kurian, 2009; Lagueur, 2008; Mangum & Blumell, 1993; Moon & DeWeaver, 2005; Neusner & Chilton, 2005; Rudd, 1995; Sabra, 2000; Smith-Osborne & Rosenwald, 2009; Watts & Diaconu, 2005.

Session 06, Feb. 25  THE VOLUNTARY SECTOR I; QUIZ #01

Karger & Stoesz, Ch. 06 “The Voluntary Sector Today”, pp. 145-167.

Session 07, March 04  THE VOLUNTARY SECTOR II; PRIVATIZATION; HUMAN SERVICE CORPORATIONS I

Karger & Stoesz, Ch. 06 “The Voluntary Sector Today”, pp. 145-167.
Karger & Stoesz, Ch. 07 “Privatization and Human Service Corporations,” pp. 168-204.


Session 08, March 11  PRIVATIZATION & HUMAN SERVICE CORPORATIONS II;

Karger & Stoesz, Ch. 07 “Privatization and Human Service Corporations”, pp. 168-204.


Session 09, March 25  INTERNATIONAL PERSPECTIVES; POLICY ANALYSIS PAPERS DUE


Session 10, April 01 DISCRIMINATION & POVERTY I


Session 11, April 08 DISCRIMINATION & POVERTY II; THE MAKING OF GOVERNMENTAL POLICY; ADVOCACY

Karger & Stoesz, Ch. 05 “Poverty in America,” pp. 110-114.

Session 12, April 15  
**SOCIAL INSURANCE, RURAL POLICIES**


Suggested But Not Required: Basham, 2006; Frey, et. al, 2008; Kang, 2003; Lawson, et. al., 2008; Moon, 2006; Murray, 2006; Odekon, 2006; Popple, 2008; Rodgers, 2006; Yates, 2005.

Session 13, April 22  
**HEALTH & MENTAL HEALTH POLICIES; WRAP-UP**

Karger & Stoesz, Ch. 13 “Mental Health and Substance Abuse Policy”, pp. 337-367.


Session 14, April 29  
Session 15, May 06  
**REVIEW**  
**QUIZ #02**

VI. Descriptions of Major Assignments and Examinations With Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. POLICY ANALYSIS PAPER (due March 25, 2010 (or earlier))</td>
<td>40.0%</td>
</tr>
<tr>
<td>ISSUE DEBATE ORAL PRESENTATION</td>
<td>(P/F)</td>
</tr>
<tr>
<td>2. QUIZ #01 (Thurs., Feb, 25, 2010)</td>
<td>22.5%</td>
</tr>
<tr>
<td>3. QUIZ #02 (Thurs., May 06, 2010)</td>
<td>22.5%</td>
</tr>
<tr>
<td>4. CLASS ATTENDANCE AND PARTICIPATION</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

Assignments – Explanation of

Policy Analysis Paper

Guidelines

1) **Options:** A student can choose one of two options.  (a) A student chooses a student partner(s) to work with on the paper. The policy analysis paper is co-authored by all (maximum of three) students, and all students receive the same grade. In other words, the two or three students are looked at as one in respect to evaluation and the grade; (b) A student works alone on the policy analysis paper. Here, the policy analysis
paper is the work of one student. Whether you complete a group or individual paper, you are encouraged to engage in co-operative learning with classmates.

2) **Policy Analysis Model.** Use this in doing your paper. It is as follows:

**Policy Analysis Model**

I. Introduction
II. The Historical Background of the Policy
III. Description of the Problem that Necessitated the Policy
IV. Description of the Policy
V. Policy Analysis
   Policy Goals
   Are the Goals of the Policy:
   Just and Democratic?
   Contributing to Greater Social Equality?
   Consistent with the Values of Professional Social Work?
VI. Comparative and International
   What Can Be Learned About this Problem From the Experiences of:
   Another Country (Other than the US)
   Another State (Other than Texas)
VII. Social Thought and Ideology
   What are the Major Ideological Suppositions Contained in the Policy?
   What is the Perspective on the Role of Government, and the Nature of Society, as it Pertains to the Policy?
VIII. Conclusion
   Advocacy. How Can the Policy Be Changed?
   Definitions of Key Terms
   References
   (*) This is adapted from the Karger and Stoesz textbook, Ch. 02. Not all of their policy analysis model is included here, and several changes were incorporated.

01) **Purpose.** Be sure and state clearly on page 1 of your policy analysis paper in the Introduction: (a) what you are going to do in the paper: (b) how you plan to do it.

02) **Outline Paper.** Use the policy analysis model as your outline for the paper. The policy analysis model headings should be incorporated into the body of the paper itself.

03) **Issue Focus.** Your paper should focus on the various issues and points of view on your topic. Example: If you are doing your paper on the privatization of Social Security, then bring in both the pro privatization anti privatization perspectives. In other words, present both sides of the issue.

04) **Definitions of Key Terms.** Put this on a separate page. Define terms that may have a bearing on what you are writing about. Example, if you are writing about “home health care,” then you might also define “meals-on-wheels” or “long-term care,” if you think that this may be helpful to your reader or audience. Do not make too many assumptions about your reader or audience in respect to knowing what you may mean by the terms you are employing.

05) **Readings.** Use the required readings as a base, as much as possible. This may not always be possible, as you may have chosen a topic that is not covered in the readings. But if it is covered, then refer to the readings in your paper.

06) **References.** A separate page(s) should include a listing of references or footnotes. It is not necessary to include a listing of footnotes on one page and bibliography on the other (in many style manuals they are one and the same). The number of references needed is up to the individual student. I would think that 8
would be the minimum number. Books and scholarly journals (Social Service Review, etc.) should be employed over popular journals (Newsweek, etc.), or Web sites. No more than 20% of the references should come from Web sites.

07) **Style Manual.** Use any style manual you wish, but just be consistent in using it. Examples of style manuals include Turabian, Univ. of Chicago; APA, etc.

08) **Comparative and International Perspectives.** Make comparisons with at least one other country (one of the countries discussed in the reading, or some other(s) and to the experience of one other U.S. state other than Texas. **Address this question in your policy analysis paper:** What can be learned about this problem from the experiences of another country, and another state?

09) **Maximum Length.** The maximum length of the policy analysis paper is 10 pages. This maximum length does not include separate pages for: (a) definitions of terms, (b) references or footnotes page(s). Triple or double-space your papers (do not single-space). Number the pages

10) **Copying, Stapling.** If you wish, turn in a copy of the paper rather than the original. Make sure that your paper has **darker** print (much easier on the eyes!). Staple your paper (do not use a paper clip). I would prefer that you turn in your paper in an envelope of some kind, with your name and address on the outside of the envelope.

11) **Conclusion.** In the last one or two paragraphs of the policy analysis paper, please integrate, sum up, relate to the larger picture, asking yourself some larger questions such as “What does it all mean?”

12) **Turning in the Paper.** When the position papers are due, turn in your position papers at class time, or give to the receptionist in Room 201, and she will place in my box. If Room 201 is closed, then there is an available box for student papers that are being turned in, on the second floor, west side. Do not slide the paper under my door, as this might result in the paper getting lost. Do not email your paper to me.

13) **Assessment Rubric for the Policy Analysis Paper.** See my web site.

### ISSUE DEBATE ORAL PRESENTATION

Unlike your policy analysis paper, you do not have to follow the policy analysis model. You do have to include a comparison with another state, and another country. Try to build the best scholarly, research-based arguments for and against. You can deliver this with a partner, or singly. 20 minutes maximum (10 min for one side and 10 min. for the other side). It is recommended that you use Power Point or an overhead projector in your oral presentation. For equipment needs, contact Jeff Neal or Jaime Palma. Jeff Neal: PH. 817-272-7574; ajneal@uta.edu. Office – Bldg. E. Jaime Palma, Jr.: PH. 817-272-3690; jaimepalma@uta.edu. Office – 201A.

Include the following in your issue debate oral presentation (evaluation will be on a pass/fail basis):

1. Scholarly, research-based content;
2. Outline of presentation (power point, overhead projector, handout, or put on the board);
3. Organization. Present points in support (or opposed) in a rational, organized way;
4. Convincing presentation;
5. Compare with another state, and another country;
6. Advocacy and social change section.
7. References. Present your top three references (the ones you found most helpful).

Present both sides as convincingly as you can, even if you do not agree with the particular side of the argument you are presenting (this can be challenging!).

It is expected that most students will choose the same topic for both their policy analysis paper as well as their issue debate oral presentation. An example of the differences between the two: A student chooses the topic on the privatization of Social Security. In the policy analysis paper, the student follows the policy analysis model, and tries to weave in various issues and points of view in the paper in covering the policy analysis model. In the issue debate oral presentation, the student focuses on the best arguments (1, 2, 3, etc.) for and against (1, 2, 3, etc.) privatization of Social Security. Remember and number points. Again, you do not have to follow the policy analysis model in the issue debate oral presentation, but you do need to include a comparison with another state and another country. An example: In support of privatization of
Social Security, Chile has successfully privatized its Social Security system. It has been successful for the following reasons, 1, 2, 3…

Choice of Topic for the Policy Analysis Paper/Issue Debate Oral Presentation. See my web site for possible topics, and also for a policy analysis paper example. One interesting topic from the Nov., 2008 Presidential election could be: The health policy proposals of the Democratic or the Republican nominee would be best to address the many health care needs of American society. Other variations on this could include their positions on education, housing, mental health, Social Security, etc.

Quizzes (01 & 02). These mainly objective quizzes will only cover (at the most) 2-3 chapters each. Quiz #01 will cover Ch. 01 for sure, plus 1-2 other chapters. The quizzes may include a short essay, which will be weighted more heavily than the objective questions. Please take the quizzes on the assigned date.

VII. Grading Policy
The grade for work in this course is determined by performance in five designated assignment areas (see section VI). Both written and objective answers to questions are utilized, thus providing a diversity of student response, and evaluation of work done. The grading system at UTA is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points Per Semester Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing, Below Average</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Incomplete</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>Z</td>
<td>No Credit (first year English only)</td>
</tr>
</tbody>
</table>

For this course, the semester grade is calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points Per Semester Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 points</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>80-89 points</td>
<td>F</td>
</tr>
<tr>
<td>C</td>
<td>70-79 points</td>
<td></td>
</tr>
</tbody>
</table>

Students who work hard in this course, and are faithful in their attendance at class, should do well. As the course instructor I will do everything I can to encourage students to perform at their highest capacity. However, this is not an “easy A” or “easy B” course, and it would be a marked disservice to students if it were so. “Grade inflation,” that we read so much about these days, ultimately cheats the social work student (and, the value of a social work education). Grading patterns of SSW faculty vary, sometimes widely. The UTA Student Congress has published information on the grading habits or patterns of UTA faculty. Students have the right to access such information. To obtain this information, access this web site: http://www/pickaprof.com/. Or, contact the UTA Library Circulation and Reserves desk, Central Library, first floor, telephone (817) 272-3395. The access information for this report is: RES/ZZZ/252. Sometimes, grade distributions from the previous semester are posted on SSW bulletin boards. I am aware of and sensitive to the requirement that all SSW students maintain a B average. Should a student be performing below a B in the course, I will meet and discuss this with the student. There are no “extra credit” assignments. It is felt that there are enough assignments to keep you busy! It is my firm intent that you perform at your maximum capacity in this course, as well as in the SSW Program.

Please take quizzes on the assigned date. Not doing so creates problems for all concerned. Students not taking the quiz on the assigned date will also have their grade reduced by one half letter grade. This is out of fairness to the other students in the class who did take the quiz on the designated date. A couple of sample
questions will be provided for each quiz (these will actually be in the quiz). So, the student has already been awarded a total of six points.

Evaluation of Papers: I do not evaluate papers a second time. At one time I tried doing so, but it has proven unmanageable and probably not fair to other students in the class (those who did not have their papers evaluated a second time). I do everything possible to prepare students for writing their papers, including class time devoted to same, extensive instructions on this on the course outline, and a library session essentially devoted to information on locating social welfare library resources for use in the papers. Like the policy on quizzes, students not handing in their paper on the assigned date will have their grade reduced by one half letter grade (out of fairness to students who did turn their paper in on time).

VIII. Attendance Policy
Both class attendance and participation are considered to be seminal components of the course. Be in attendance in class when class begins. Each class missed is equivalent to three periods of instruction (so, one missed class is a significant loss of instruction time). Do not be late (which is distracting to the class). Punctuality is important in social work, and as well in social work education. A student missing (3) classes will receive one letter grade drop in their final grade for the semester. If you miss more than four (4) classes you will fail the course. A student must attend the entire class in order to be considered as being in attendance.

Your grade in this area will be given with the following criteria in mind: punctuality and seriousness, demonstrating the ability to read carefully, and think critically and conceptually, being prepared to grow in knowledge, to give and accept feedback, and respecting and encouraging the comments and opinions of fellow students, even if they are markedly different from your own.

IX. Drop Policy
Please refer to the UTA Drop policy in the Catalog.

X. Americans With Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817)272-3364.

XI. Academic Integrity
It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for
another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.”
(Regents’ Rules and Regulations, Series 50101, Section 2.2).

XII. **Student Support Services Available**
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

There are several aides provided on my web site, including: Assessment Rubric for the Policy Analysis Paper; Policy Analysis Debate Topics; Policy Analysis Paper Example; Bibliography-Social Policy. Also provided are several key points from chapters, entries from an encyclopedia, and other items.

XIII. **Final Review Week**
There is no final exam in the class. There are quizzes, and there is time allotted for review before each quiz.

XIV. **Librarian to Contact:**
A key focal point for this course is the UTA Library, not the instructor or the classroom. There are many library and information services available to you, too numerous to mention here.

The Social Work Electronic Library (SWEL) is located in the Social Work Complex, Building A, Room 111 (first floor). Regular semester hours: 10:00am to 6:00pm, Monday through Thursday. Access: libraries.uta.edu/swel. John Dillard, MLS, is the UTA Librarian for SWEL and the area Librarian for Social Work, Sociology and Anthropology. His e-mail address is: dillard@uta.edu and his UTA Library homepage is: libraries.uta.edu/dillard. His telephone numbers are: (office) 817-272-7518 and (cell) 817-675-8962.

XV. **E-Culture Policy:**
The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

XVI. **Make-up Exam Policy:**
See Section VII Grading Policy

XVII. **Grade Grievance Policy:**
Please refer to the Catalog.

XVIII. **Bibliography**
A bibliography on social policy can be found on my web site (including social policy subject headings that you could use).