

**The University of Texas at Austin  
School of Social Work**

**Social Problems and Social Welfare Policy  
(MSSW Policy I)**

<b>Course Number:</b>	SW 382P	<b>Instructor:</b>	Noël Bridget Busch
<b>Unique Number:</b>	60885	<b>Office Number:</b>	3.130D
<b>Semester:</b>	Spring 2002	<b>Contact Information:</b>	471-3198 nbusch@mail.utexas.edu
<b>Meeting Time/Place:</b>	Mondays 11:30 – 2:30 pm SSW 2.132	<b>Office Hours:</b>	Mondays 2:30 – 5:00 and by appointment

### **I. Course Description**

This course examines, from an historical perspective, the overall structure of the current social welfare system with a focus on its impacts on the experience of vulnerable populations. Throughout the analysis, it also considers the parallel historical development of the professional of social work, including the ways in which it responded to the demands of social problems across key periods of social welfare policy transformations. This is the first of a two-course policy sequence in the MSSW program. In the next course in the sequence (Policy II), you will learn about methods for current policy analysis and evaluation, and you will have the opportunity to analyze in depth a policy of interest to you (e.g. a specific bill passed by the most recent Texas legislature).

### **II. Course Objectives**

1. Understanding of the dominant historical themes that have shaped the social welfare policy debates(s) which is essential for the development of a useful policy orientation toward contemporary issues;
2. Understanding of the economic constraints and opportunities in the development of social welfare programs;
3. Understanding of the interrelationships between the social work profession and the institutional setting within which it developed;
4. Familiarity with the changes in the nature of social problems as well as changes in knowledge and understanding of the factors causing these problems;
5. Knowledge and perspectives on the basic structure, laws, and parameters of current social welfare institutions;
6. Knowledge of the issues relating to the policy arenas of income maintenance, health, mental health, and social services for vulnerable populations;
7. Knowledge of the ways social policies differentially affect majority groups, women, and ethnic minorities, and;
8. Knowledge of the roles and responsibilities of social workers in the policy process.

### III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, field trips, new articles, examinations, readings, and lectures will be considered. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

### IV. Required Textbooks

Karger, H., & Stoesz, D. (2002). American social welfare policy: A pluralist approach. Boston, MA: Allyn and Bacon.

Kozol, Jonathan (2000). Ordinary resurrections: children in the years of hope. New York, NY: Perennial Publishers.

Guinier, L., & Sturm, S. (2001). Who's qualified? Boston, MA: Beacon Press.

Extra Readings:

A series of additional readings, relevant to the topics under discussion, will be assigned throughout the semester. Articles are available at the LRC.

### V. Course Requirements

The final course grade will be determined based on scores of five (5) assignments or criteria that are designed to measure how well each student meets the course objectives. The additional information for completing each assignment is included later in the syllabus or will be distributed by the instructor later in the semester.

A. Definition of the Terms .....	20
B. Reaction paper to Kozol book.....	30
C. Affirmative Action.....	20*
D. Chapter summary and in class presentation/discussion.....	20
E. Participation, preparedness, and contribution to other's learning.....	10
Total.....	100

\* These points may be redistributed based on the development of this assignment. See Explanation of Assignments section D.

## VI. Grading Scale

A = 90 – 100 points  
 B = 80 – 89.9 points  
 C = 70 – 79.9 points  
 F = < 70 points

## VII. Students with Disabilities or Special Learning Considerations

Please let me know if you have a learning and/or another disability and if you require special accommodations. I am interested in this class being a productive learning experience for everybody.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

## VIII. Course Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no “excused” absences. Students missing more than two (2) class sessions will receive a 10% reduction in their overall course grade. Students missing four (4) or more class sessions may receive an “F” for the course. The instructor may use her discretion. As soon as you know that you will not be attending class, please let me know by email. Coming to class late or leave class early may count as an absence.
3. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) percent penalty per day** (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after the beginning of class will be considered late.
4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
5. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
6. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and “normal” margins.
7. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an “F” for the course and other sanctions in accordance with University policies.

8. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquiry about any changes that might have been made in his/her absence.

## IX. Explanation of Assignments

### A. Definition of Terms

#### **Social Problem**

Each student is required to find a minimum of four (4) definitions of the concept “social problem.” (Definitions must come from sources other than our course textbook.) Included in the definition should be any criteria that the author provides for measuring either a social problem or changes in a social problem. Information about the author, (i.e. his/her area of study) should be included. Students should clearly identify the origin of the term/concept social problem. The definitions should be written in paragraph form and include any information that you believe is important to its context.

Following your definitions students should include a 3 - 4 paragraph **summary critique** of the definitions found, paying particular attention to the values or beliefs that appear to be underlying. It may be helpful to pick three or four points to discuss—common themes that seem to be woven *across* the definitions. These paragraphs are not a repeat of the definitions above, rather you should analyze, from a broad perspective, about how social problems get or do not get defined and do or do not get onto the public’s agenda.

#### **Social Policy**

Each student is required to identify a minimum of four (4) definitions of the concept “social policy,” or “public policy,” or “social welfare policy.” (Definitions must come from sources other than our course textbook.) One of the definitions should have a historical or international focus. The source of each definition and anything that can be provided about the author and the time in which the definition was developed should be included. The definitions should be written in paragraph form.

Following your definitions students should include a 4 paragraph **summary critique** of the definitions found, paying particular attention to the common terms, ideas, themes, differences, foci, gaps, biases, or other features of the definitions. It may be helpful to pick three or four themes to discuss (do not simply repeat the definitions), rather develop & discuss commonalties or the differences of the definitions.

This assignment should be typed, doubled spaces, and APA style. Use the outline above, as well as titles and sub-titles, page numbers, and opening (introduction) and closing paragraphs. Grammar, spelling, and sentence structure, and organization are important and will be critiqued.

Half of your references should be from scholarly sources (textbooks, journal articles, research reports, etc.), and half from the World Wide Web, including organizational websites, and other printed resources (newspapers, newsletters, etc.). Students are

encouraged to beyond social work and include definitions from political science, public administration, law, international affairs, etc.

See Criteria for Evaluating Written Work in section X.

## **B. Reaction Paper to Kozol Book**

Students will write a 5 - 7 page reaction paper related to the Kozol book. The paper should be social problem and social policy focused. Therefore, students should:

1. Identify ten (10) social problems faced by the children and families in Ordinary Resurrections.
  - a. Describe the criteria that you used to define these problems as social problems rather than private issues?
  - b. Discuss whether or not the general public would agree with you. Why? Why not?
  - c. Select the most pressing issue and describe what strategies you would use to lobby for its inclusion on the public's agenda.
2. Social policies play a role in preventing the spread of social problems. Describe in some detail a social policy that may have prevented the spread or decreased the magnitude of the problem you identified. What are the values laden in the policy you developed?
3. Social programs or provisions are often developed to alleviate the pain and suffering of people experiencing social problems. Usually developed following a the development of a social policy. What programs or provisions would you develop in order to reduce or ameliorate the problem you identified in "A3?"  
For example: Head Start programs were developed in response to broad child welfare policies that sought to improve the health and nutrition, education, safety issues of children raised in poverty.

This assignment should be typed, doubled spaces, and APA style. Follow the outline above and use page numbers, titles and subtitles as well as opening (introduction) and closing paragraphs (summary). This outline may be modified after our in-class discussions of the book. Grammar, spelling, and sentence structure, and organization are important and will be critiqued.

See Criteria for Evaluating Written Work in section X.

## **C. Affirmation Action Assignment**

This assignment will be finalized during the semester. It will be based on the Guinier and Sturm text. Details will be discussed during class and a written outline will be distributed.

## **D. Chapter Summary & In-class Presentation**

Each student or pair of students will be responsible for summarizing one chapter of Karger and Soesz text or an assigned article. Articles are on reserved at the LRC. When students co-present they are expected to work together on how to organize and present the information. The summary should include a list of 10 – 15 of the

most salient points of the chapter. These points may be written in bullet form, but should be complete sentences. In your handout include a full citation of the textbook and chapter.

You should bring enough copies to distribute to the class (35 copies). I am glad to make copies for you and bring them to class for you. In this case, email or give me your summary handout on the Thursday morning prior to your presentation.

Students will also be responsible for leading the class discussion for the day the chapter is assigned. To lead the discussion, students should give a brief summary (maximum of 15 minutes) and then pose one or two questions for discussion or develop an in class activity related to the reading (maximum of 20 minutes).

See Criteria for Evaluating Written Work and Criteria for Evaluating Chapter Summary and Presentations in sections X and XI, respectively.

**ALL students should complete the readings prior to class and be prepared to fully participate in the discussion.**

#### **E. Participation, preparedness, and contribution to other's learning**

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice.

We will start every class with a current policy check-in. Students should clip newspaper or magazine articles or summarize news coverage of topics relevant social policy. Each student is expected to offer at least one current policy check-in during the semester, however no formal scheduling will be done.

See Criteria for Evaluating Participation section XII.

## **X. Criteria for Evaluation of Written Work**

### **1. Completeness and thoroughness**

How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?

### **2. Organization and clarity**

Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?

### **3. Referencing**

Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discussion of the policy?

### **4. Originality and Creativity**

Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that have not been addressed by others?

## Criteria for Evaluation of Written Work \_\_\_\_\_

### 1. Completeness and thoroughness (25%) (some criteria not applicable to all assignments)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched*
			Theoretical & empirical literature incorporated*
			Major questions have been addressed
			Carefully proofread

### 2. Organization and Clarity (25%)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

### 3. Referencing (20%) (\* criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Sufficient Number of References
			APA style utilized
			References well integrated
			References from various sources
			Correct use of quotations
			Indirect quotes paraphrased sufficiently
			Interviews included in analysis

### 4. Originality and Creativity (30%)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Different viewpoints compared and contrasted
			Use of own analytical skills not just restatement
			Suggested points not been addressed by others

Covered Assignment Outline

\_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ points need more depth, explanation, or discussion



# **XI. Criteria for Evaluating In-Class Chapter Summary and Presentation Assignment**

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	<b>Inadequate Or Poor</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
Broad understanding of chapter content				
Recapitulation of chapter without reading summary points				
Summary points handout content				
Ability to lead discussion				
Creativity of discussion questions/activity				
Overall presentation				
Handout to class				
Follow syllabus instructions				

Total Points: \_\_\_\_\_

Comments:

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**XII. Criteria for Evaluating Participation, Preparedness, and Contribution to Other's Learning**

Student Name \_\_\_\_\_

Grade Assigned \_\_\_\_\_

**Criteria:**

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice. Participation will be based on the above criteria. Absences, tardiness, and leaving class early will affect the participation grade. Students are expected to dialog during class discussion and engage non-verbally by listening when they are not speaking.

We will start every class with a current policy check-in. Students should clip newspaper or magazine articles or summarize news coverage of topics relevant our topic and/or readings for the day and social policy. Students are expected to offer at least one policy check in during the semester.

**Comments:**

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### XIII. Course Calendar

Day & Date	Chapter & Lecture Topics	Assigned Readings	Assignments
Monday, Jan 14	Introduction and Overview of Policy	XXXXXXXXXXXXXXXXX	
Monday, Jan 21		XXXXXXXXXXXXXXXXX	<b>MLK Holiday No Class</b>
Monday, Jan 28	History & Values	Chapter 1 (2 & 3)	
Monday, Feb 4	Discrimination	Chapter 4 Article: Schneider & Netting	
Monday, Feb 11	Poverty	Chapter 5 Article: Reid	<b>Assignment A Due</b>
Monday, Feb 18	Voluntary Sector Privatization & Human Service Corporations	Kozol Book Chapter 6 & 7	<b>In class discussion of Kozol Book</b>
Monday, Feb 25			<b>Work on assignment B</b>
Monday, March 4	Making Government Policy Tax Policy & Income Distribution	Chapter 8 & 9	<b>Assignment B Due</b>
Monday, March 11			<b>Spring Break No Class</b>
Monday, March 18	Social Insurance Programs	Chapter 10	
Monday, March 25	Public Assistant Programs	Chapter 11 Article: Bixby	
Monday, April 1	American Health Care Mental Health & Substance Abuse	Chapter 12 & 13	
Monday, April 8	Criminal Justice Child Welfare	Chapter 14 & 15	
Monday, April 15	Housing Food Policies	Chapter 16 & 17	
Monday, April 25	International Perspectives	Guinier & Strunk text Chapter 18	<b>Assignment C Due Affirmative Action</b>
Monday, April 29	Integration & Wrap-up Course evaluations		

#### **XIV. Recommended Readings**

- Anders, G.(1996). *Health against wealth*. New York: Houghton Mifflin.
- Bloom, B. L.(1985). *Community mental health: A general introduction*, 2nd ed. Monterey: Brooks Cole Publishing.
- Chu, F. D., and Trotter, S. (1974). *The madness establishment*. New York: Grossman.
- DiNitto, D.(1985). *Social welfare: Politics and public policy*, 4th ed. Needham Heights, MA: Allyn and Bacon.
- Dunn, W. N.(1994). *Public policy analysis: An introduction*. Englewood Cliffs: Prentice Hall.
- Dye, T. R.(1978). *Understanding public policy*. (3rd ed.). New York: Prentice-Hall.
- Feldman, J. L., and Fitzpatrick, R. J.(Eds.).(1992). *Managed Mental Health Care*. Washington, DC: American Psychiatric Association Press.
- Gil, D.G.(1990). *Unraveling social policy: Theory, analysis and political action towards social equity*, 4th ed. Rochester, VT: Schenkman Press.
- Ginsberg, L. (1999). *Understanding Social Problems, Policies, and Programs* (3<sup>rd</sup> ed.) Columbia, SC: University of South Carolina Press.
- Haynes, K., and Mickelson, J. (1996). *Affecting change: Social workers in the political arena*, 3rd ed. New York: Longman.
- Johnson, H., & Broader, D.S.(1996). *The system: The American way of politics at the breaking point*. Boston: Little, Brown Co.
- Joint Commission in Mental Illness and Health.(1961). *Action for mental health*. New York. John Wiley and Sons.
- Kongstvedt, P. J.(1995). *Essentials of managed health care*. Gaithersburg: Aspen Publishers.
- Levin, B. L., and Petrila, J.(1996). *Mental health services: A public health perspective*. New York: Oxford University Press.
- Manderscheid, R., and Sonnenschein, M.A.(1999). *Mental Health, United States, 1998*. Rockville: Center for Mental Health Services.
- Mauer, B., Jarvis, D., Mockler, R., and Trabin, T.(1995). *How to respond to managed behavioral health care*. Tiburon, CA: CentralLink Publications.
- Meenaghan, T. M., and Kilty, K.M.(1993). *Policy analysis and research technology: Political and ethnical considerations*. Chicago: Lyceum Books.

- McCandless, P. (1996). *Moonlight, Magnolias, Madness: Insanity in South Carolina from the colonial period to the progressive era*. Chapel Hill: University of North Carolina Press.
- Mieczkowski, T. (Ed.). (1992). *Drugs, crime, and social policy*. Boston: Allyn and Bacon.
- Office of National Drug Control Policy.(1997). *The national drug control strategy: 1997*. Washington, DC. Executive Office of the President.
- Patton, C.V., and Sawicki, D.S.(1993). *Basic methods of policy analysis and planning*, 2nd. ed. Englewood Cliffs, NJ: Prentice Hall.
- Rocheftort, D.A.(1993). *From poorhouses to homelessness: Policy analysis and mental health care*. Westport, CT. Auburn House.
- Rognehaugh, R.(1998). *The managed health care dictionary*. Gaithersburg: Aspen Publications.
- Rothman, D. J.(1971). *The discovery of the asylum: Social order and disorder in the new republic*. Boston: Little, Brown and Co.
- Schamess, G., and Lightburn, A.(eds. 1998). *Humane managed care?* Washington, DC: NASW Press.
- Scott, D.M.(1997). *Social policy and the image of the damaged black psyche 1880-1996*. Chapel Hill: University of North Carolina Press.
- Weiss, L. D.(1997). *Private Medicine and Public Health: Profit, politics and prejudice in the American health care enterprise*. Boulder: Westview Press.

## **XV. Online Policy Sites**

**Department of Health and Human Services:** [hhs.gov](http://hhs.gov)

Administration for children and families: [acf.gov](http://acf.gov)

Administration on aging: [aoa.gov](http://aoa.gov)

Agency for health care research and quality: [ahrq.gov](http://ahrq.gov)

Centers for disease control: [cdc.gov](http://cdc.gov)

Food and drug administration: [fda.gov](http://fda.gov)

Health care financing administration: [hcfa.gov](http://hcfa.gov)

Health resources and services administration: [hrsa.gov](http://hrsa.gov)

Indian health services: [ihs.gov](http://ihs.gov)

**Executive Office of the President:** [whitehouse.gov](http://whitehouse.gov)

Office of National Drug Control Policy: (1) [whitehousedrugpolicy.gov/](http://whitehousedrugpolicy.gov/)

(2) [whitehousedrugpolicy.gov/policy/papers](http://whitehousedrugpolicy.gov/policy/papers)

**Legislation** (Current bills): <http://thomas.loc.gov/>

**Legislation** (previous laws): <http://thomas.loc.gov/home/bdquery.html>

**Legislation** (copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html>

**National Alliance for the Mentally Ill:** [nami.org](http://nami.org)

**National Institutes of Health:** [nih.gov](http://nih.gov)

National Institute of Drug Abuse: [nida.nih.gov/NIDAhome1.html](http://nida.nih.gov/NIDAhome1.html)

National Institute on Alcohol Abuse and Alcoholism: [niaaa.nih.gov/](http://niaaa.nih.gov/)

National Institute of Mental Health: [nimh.nih.gov/home.cfm](http://nimh.nih.gov/home.cfm)

**Rand Drug Abuse Policy Research Center:** [rand.org/centers/dprc](http://rand.org/centers/dprc)

**Robert Wood Johnson Substance Abuse Policy Research Center:**

[phs.bgsu.edu/sshp/rwj/rwj.htm](http://phs.bgsu.edu/sshp/rwj/rwj.htm)

**Substance Abuse and Mental Health Services Administration:** [samhsa.gov](http://samhsa.gov)

Center for Mental Health Services: [mentalhealth.gov](http://mentalhealth.gov)

Center for Substance Abuse Prevention: [samhsa.gov/csap](http://samhsa.gov/csap)

Center for Substance Abuse Treatment: [samhsa.gov/csat](http://samhsa.gov/csat)

Knowledge Exchange Network: [ken@mentalhealth.org](mailto:ken@mentalhealth.org)

Office of Managed Care: [mentalhealth.org/cmhs/managedcare](http://mentalhealth.org/cmhs/managedcare)

**National Association of State Mental Health Program Directors:** [nashpd.org](http://nashpd.org)

**National Association of State Substance Abuse and Alcohol Program Directors:**

**Texas Department of Mental Health and Mental Retardation:** [tmhmr.state.tx.us](http://tmhmr.state.tx.us)

**Texas Commission on Alcohol and Drug Abuse:** [tcada.state.tx.us](http://tcada.state.tx.us)

**Texas Health and Human Services Commission:** [hhsc.state.tx.us](http://hhsc.state.tx.us)

**Texas Department of Health:** [tdh.state.tx.us](http://tdh.state.tx.us)