

SOWK 245 Introduction to Social Welfare

F. A. Taylor

Course Description

This course introduces the student to the study of social welfare and to the profession of social work. The quantitative aspects of social welfare topics and issues are emphasized so that the student might acquire the ability to analyze and understand current social problems and society's efforts to alleviate them.

Course Objectives

1. To introduced students to the broad field of social welfare.
2. To familiarize students with the changing conceptions of social welfare and the various means of meeting human needs.
3. To provide students with a beginning framework to analyze and evaluate social welfare policies and services as they effect the well-being of individuals, families and communities.
4. To provide students with an understanding of major issues concerning poverty, income inequality, economic justice, and social work with the poor.
5. To expose students to current advocacy efforts on behalf of poor and low-income persons.
6. To introduce students to the profession of social work.
7. To consider the basic methods of social work and the settings in which these are practiced.
8. To provide a medium for the development of communication skills.
9. To provide students with quantitative skills for policy and program analysis.
10. To prepare students for in-depth social policy analysis, which is to be covered in the second course in this sequence.

Textbook and Required Readings

-Ralph Dolgoff and Donald Feldstein, Understanding Social Welfare. 6th Edition, New York: Longman, Inc. , 2003.

Other readings will be distributed in class.

Grading

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| 1. Examination #1 | Chap. 6 & 7 |
| 2. Examination #2 | Chap. 9 (p. 189-211) |
| 3. Examination #3 | Chap. 5 & 9 (p. 211-228) |
| 4. Examination #4 | Chap. 10 |
| 5. Examination #5 | Chap. 1 & 8 |
| 6. Examination #6 | Chap. 3 & 4 |
| 6. Final Examination | Comprehensive + Chaps 12 & 13 |
| 7. Policy/Program Analysis Papers | Six papers on Units 1, 2, 3, 4, 5, & 7 |
| 8. Autobiographical Sketch | Structured, format on Page 7 |
| 9. Quizzes, Exercises, Reaction Papers | Some quizzes are unannounced |
| 10. Attendance | Role is taken at start of each class period |

Make-up Exam and Deadline Policies

Examinations should be taken when they are scheduled. Students who have a valid reason for missing a scheduled exam can take a make-up exam. Make-up exams will be more difficult than scheduled exams; additional and/or oral questions may be given.

The deadlines for written assignments will be announced in class. If a written assignment is turned in after the deadline, then two (2) points will be deducted from the grade for each day the assignment is late. Assignments will not be accepted that are more than ten days late (including weekends).

Classroom Rules

In Social Work classes an atmosphere of mutual respect will be maintained. These are not places for immature, inconsiderate behavior with reference to instructors or your fellow students. These are classes for adults who are preparing to be competent professionals. In these classes, unprofessional behavioral incidents will be noted and sanctioned. With this in mind, there is no intent to restrain relevant student inquiry or student challenges to content, facts, or opinions offered by the instructor or by fellow students.

It is your responsibility to attend class. Each student's attendance rate will be computed in the final grade. The roll is called ten minutes after the starting time for class. Students who arrive after the roll is called cannot be marked present. Students who leave class before it is ended will be marked absent. Inconsiderate, disruptive talking in class will result in loss of attendance for that class as will disruptive noises from cell phones and other devices.

Course Outline, Readings, and Examinations

Unit #1: Basic Concepts for Analyzing Social Welfare Policies & Services Readings: Textbook Chapters 6 and 7, Handouts Policy Analysis Paper #1

1. Components of the social welfare system
 - A. Public welfare
 - (1) Public assistance
 - (2) Social Insurance
 - B. Private welfare
 - (1) Non-profit organizations
 - (2) Proprietary organizations
 - C. Corporate welfare

2. Framework for Analyzing Social Policies and Programs

Primary Criteria

 - (1) Purpose/goals
 - history, background
 - dates
 - stated & unstated goals
 - (2) Financing/funding
 - Funding Public Welfare: The Federal Budget
 - third party payments
 - grant-in-aid, block grants
 - general tax revenues and expenditures
 - employer/employee taxes
 - Fiscal policy: Types of taxes (progressive, regressive, and proportional) What is a fair tax?
 - (3) Administration
 - level of government
 - local vs central (national, federal)
 - (4) Eligibility
 - means test
 - selective vs. universal
 - entitlements
 - (5) Benefits, beneficiaries
 - in-kind vs in-cash
 - money, utilities, or services
 - services vs. provisions
 - who are beneficiaries (includes race, age, sex, ses)

Secondary Criteria

- (6) Alternative program characteristics
 - Residual vs Institutional
 - Selective vs Universal
 - Socioeconomic development
 - (7) Adequacy
 - Horizontal & Vertical
 - (8) Lay vs. professional orientation
3. Other topics and issues
- What is social welfare?
 - Social policy, social services, and Social Work
 - Ideology, social policy, and government intervention
 - Four basic ways social policies are determined
 - Monetary policy: The role of the Federal Reserve Board
 - Mainstream social welfare programs that have lost their identity as welfare

Unit #2: Current Policies, Programs, and Issues: Social Insurance
Readings: Textbook Chapter 9 (189-211), Handouts
Policy Analysis Paper #2

- 1. Social Security(OASDI)
- 2. Unemployment Compensation (UC)
- 3. Workers Compensation (WC)

Unit #3: Current Policies, Programs, and Issues: Public Assistance
Readings: Textbook Chapter 5 & 9 (211-228), Handouts
Policy Analysis Paper #3

- 1. Three discoveries of poverty
- 2. Aid to Families with Dependent Children (AFDC)
- 3. Temporary Assistance for Needy Families (TANF)
 - Why welfare reform? Myths and Facts
- 4. Supplemental Security Income (SSI)
- 5. General Assistance (GA)
- 6. Earned Income Tax Credit (EITC)
- 7. Socioeconomic Asset Development

Unit #4: Current Policies, Programs, and Issues: Sustain the Quality of Life
Readings: Textbook Chapter 10
Policy Analysis Paper #4

- 1. Managed Care
- 2. Medicare & Medicaid
- 3. Nutrition Programs
- 4. Housing
- 5. Veterans Benefits
- 6. Employment and Personal Social Services
- 7. Services to Families and Children
- 8. Mental Health
- 9. Corrections: Goals (incarceration, punishment, rehabilitation); probation vs parole

Unit #5: Poverty and Income Inequality

Readings: Textbook Chapters 1 and 8, Handouts

Policy Analysis Paper #5

1. The impact of social and economic structures
 - private troubles vs. public issues
 - personal responsibility vs. mutual responsibility
2. The American Myth
3. Blaming the victim - Class Exercise & Handout
4. What is poverty?
5. Absolute poverty; limitations of this definition, the poverty index standard, threshold)
6. Relative poverty (including deprivation index, subjective poverty)
7. Who are poor?
8. Why are people poor?
9. The Culture of Poverty Myth
10. Income and wealth inequality
11. Strategies for fighting poverty

Unit #6: Historical Development of Social Welfare

Readings: Textbook Chapters 3 & 4

England

1. The Feudal System
2. The Statute of Laborers (1349)
3. Laws of 1531 & 1536
4. Elizabethan Poor Law of 1601
5. Law of Settlement (1662)
6. Speenhamland Act (1795)
7. The Workhouse (1723)
8. Poor Law of 1834
9. English Poor Law principles today

America

1. America's Poor Law mentality
2. The Latino influence
3. Mutual aid among African Americans
4. Native Americans
5. The Freedmen's Bureau
6. Three discoveries of poverty
7. The New Deal
8. The War on Poverty
9. The 1970's
10. The Poor Laws today

Unit #7: The Social Work Profession

Readings: Textbook Chapters 12 and 13

Videotape: Legacies of Social Change: 100 Years of Professional Social Work in the United States

Exam: Comprehensive Final Exam

Written Assignments: Autobiographical Sketch

Paper on "Legacies of Social Change" Video

1. Antecedents of professional social workers
2. The Charity Organization Society
3. The Settlement House movement

4. History of practice and methods
5. History of NASW, Code of Ethics
6. Group Work, Community Work
7. Types of advocacy (Client, Cause, Legislative, Administrative)

Written Assignments

Policy/Program Analysis Papers

General Instructions

Go to the web site or search engine designated for the assignment. Search for an academic paper or article that meets your needs. Do not be afraid to peruse several articles before deciding which one you will use. Print out the article you will use so you can attach it to the paper you will write according to the following.

Paper Format

- Length: 2 pages
 Document Format: 12pt font, double-spaced only, 1 inch margins
 Paper Format: Two sections: Summary and Analysis (use section headings)

Paper Content

You must use and apply social welfare terms and concepts throughout your paper. For the sake of clarity, you are to use **boldface type** to identify the terms and concepts you use. (NOTE: Many terms and concepts are provided in the *Framework for Analyzing Social Policies and Programs*, but you are not limited to these.)

Summary:

Some helpful hints and pointers:

- The summary should consist of one expansive paragraph.
- Was the article primarily concerned with a policy, program, or service?
- Identify the primary topic, problem, or issue addressed in the paper. Provide a description.
- Which analytical criterion (or criteria) was most relevant for understanding the article? Was the criterion, concept, or term stated by the author or is it your judgment that it is the most relevant?

Analysis:

Some helpful hints and pointers:

- Keep in mind that analysis means breaking down a complex subject or topic into parts to better understand the separate parts and the whole.
- Having identified the primary issue and criterion raised by the author, what did the author conclude about it? On what basis was the conclusion made? What was the thinking or logic of the author? What evidence, empirical or otherwise, did the author provide to support to his/her argument?
- What were your assumptions about the issues before you read the article? Were your assumptions supported or contradicted?
- Did the article raise any questions for you that were unanswered?

Topics for Policy/Program Analysis Papers

Paper #1: Federal budget, taxes/tax cuts, Social Security funding, corporate welfare, advocacy on these issues.

Paper #2: Social Security (OASDHI), Unemployment Insurance, Workers' Compensation.

Paper #3: Public Assistance programs, AFDC/TANF, welfare reform, PRWOA, SSI, EITC.

Paper #4: .Unit #4 programs

Paper #5: Poverty, income inequality, wealth inequality, culture of poverty myth, causes of poverty, changes in poverty, other poverty-related topics

Paper #6: Advocacy activities, programs, and projects on behalf of poor, workers, families, communities, or other client populations; the Living Wage Movement, asset development

Approved Web Sites for Policy/Program Analysis Papers

To locate articles for the Policy/Program Analysis Papers you must use an approved web site. The only web sites that are acceptable are those affiliated with the Moving Ideas Policy Network or those listed in the bibliography of this syllabus.

A Handout will be distributed with an online demonstration in class on how to use this Web site.

MOVING IDEAS NETWORK - <http://www.movingideas.org>

Grade Sheet for Your Autobiographical Sketch

Using the following □ format, prepare an autobiographical statement, i.e. □ use the headings indicated. This should be □ double-spaced. There is no required length for this assignment, but in the past, autobiographies receiving good grades have averaged □ 5-6 double spaced pages. It is important that you pay attention, ask questions, and take notes when this assignment is discussed in class. REMEMBER THAT THE □ PURPOSE OF THE AUTOBIOGRAPHY IS TO CAST LIGHT ON THE PERSON YOU ARE AND THE PERSON AND PROFESSIONAL PRACTITIONER YOU HOPE TO BECOME. □ YOUR OWN GROWTH AND DEVELOPMENT IS THE THEME OF THIS ESSAY.

GUIDE FOR PREPARING AN AUTOBIOGRAPHICAL SKETCH

I. Identifying Information

In narrative form, provide the following information: date of birth, place of birth, gender, race, SES, and ethnicity or nationality.

II. Family

- Number and age of siblings; author's ordinal position.
- Describe your parents.
- Other significant relatives or extended family members.
- Describe child-rearing and discipline patterns in family.
- How did your family as a whole and particular family member contribute to your development as a person.

III. Community

- Describe the community or neighborhood in which you were raised.
- In what groups, organizations, or institutions were you active?
- Describe your peer associations (type, extent, and intensity of relationships).
- How did your involvement in those groups or organizations contribute to your development as a person.

IV. Personal and Professional Attributes

- A. When did you first become aware of your race or ethnicity? How has this awareness affected you?
- B. Earliest Memories: Address three of the following six:
 1. Describe your earliest memories or recollections of when you encountered someone who was acting strange and was obviously mentally ill.
 2. Describe your earliest memories or recollections of when you encountered someone who had an unusual and severe physical disability or physical deformity.
 3. Describe your earliest memories or recollections of when you encountered someone who was mentally retarded or had a severe developmental disability.
 4. Describe your earliest memories or recollections of when you encountered someone who was very old.
 5. Describe your earliest memories or recollections of when you encountered someone who you knew to be gay, lesbian, bisexual, or transgendered.
 6. Describe your earliest memories or recollections of when you encountered someone who was obviously very poor or perhaps homeless.
- C. Describe your beliefs about male/female relations. How have these beliefs affected your behavior toward members of the opposite sex?
- D. Briefly discuss what you consider to be the most important social issue today?
- E. What experiences contributed to the development of your interest in Social Work?
- F. Give a candid discussion of your strengths and weaknesses. What qualities do you consider to be essential for a career in Social Work.
- G. Identify your short-range and your long-range career goals.

Exam Study Guides

Study Guide for Exam #2 Essay Questions: Social Security Myths

Respond to the following assertions:

ASSERTION #1: Social Security is beset by crisis. As a result, “the moment has arrived for a fundamental restructuring.”

ASSERTION #2: The crisis will come to a head in 2016, when “Social Security will begin running annual cash deficits.” In that year, the commission says, incoming payroll taxes will no longer be sufficient to cover all benefit payments, and the system will have to start drawing on its reserves.

ASSERTION #3: “The trust fund holds ... only promises that future taxpayers will be asked to redeem.” Moreover, the “social Security fund [is] not an asset to the government.”

ASSERTION #4: The panel stresses how vital national savings are and says, “The existing Social Security program does not save or invest for the future.”

ASSERTION #5: “Rather than ending with the life of a beneficiary, [Social Security] can be means of wealth accumulation and long-range investment.”

ASSERTION #6: Recent research shows that as a result of shorter life expectancy, “African Americans receive nearly \$21,000 less on a lifetime basis from Social Security’s retirement program than whites with similar income.”

Study Guide for Exam #3 Essay Questions: Public Assistance Myths

Respond to the following assertions:

1. Welfare had to be reformed because high illegitimate birth rates and teenage pregnancy, particularly among African Americans, were driving up the welfare rolls.
2. Welfare had to be reformed because generous welfare payments to unmarried women encouraged them to have more babies to get more money.
3. We had to reform welfare because the costs of the major public assistance programs (\$22 billion for AFDC, Food Stamps, and Medicaid) were too expensive. Those costs were driving up the federal deficit and hurting state budgets as well. In fact, didn't you notice that right after the welfare reforms of 1996, the federal budget went into surplus?
4. One reason we had to establish a time limit for the receipt of TANF was that people were spending their entire lifetimes on welfare. The program itself created dependency and took away the desire to work from the people on welfare.
5. If the people on welfare would just get a job and work then they could get out of poverty and stop being dependent. Furthermore, we all know that welfare women are lazy and mostly sit around doing nothing instead of working.
6. One of our worst problems is teenage pregnancy among black girls. We could stamp out this problem if we came up with better programs directed at the school-age black boys who are fathering these babies.
7. Discuss use of the term “illegitimacy” (Ehrenreich article)