

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**SOCIAL POLICY
SWK 6210
SUMMER 2017**

COURSE DESCRIPTION

Social Welfare Organization, a prerequisite for SWK 6210, offered students a foundation to understand policies within the historical and political context and to describe current patterns of social welfare service delivery. Building on this knowledge base, the Social Policy course focuses on policy analysis, policy practice and advocacy.

The course is divided into *three components*. The first part is an overview of social work roles in policy practice and the organizational context in which such practice often takes place. The second concerns the process of policy formulation and implementation. Students are provided with the tools necessary to analyze and evaluate existing social welfare policies at the federal, state, local, and agency levels within a social justice framework. The third component concerns the skills needed to influence policy decisions, with particular attention to advocacy. Issues concerning the promotion of social justice as well as the value and ethical issues that social workers confront in social welfare policy development and implementation activities are explored. Students have the opportunity to study social policies of relevance to their own practice.

A prerequisite for this course is the successful completion of first year course work, including SWK 6210. This course builds on this foundation knowledge and skills, and further develops students' understanding of the centrality of social welfare policy to the context of social work practice, reinforcing and expanding knowledge and skills developed in the Social Welfare Organization course. This course is consistent with a social work problem solving approach, as taught in practice and research courses. The course content also relates to the macro content sections of Human Behavior and the Social Environment and builds upon content infused throughout the curriculum related to social justice, equity, and equality for populations in need and at-risk.

SOCIAL WORK COMPETENCIES

This course will help students achieve the following competencies:

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person, regardless of position in society has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human

rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

To measure this competency, students will:

- 3A – Advocate for human rights and social and economic justice
- 3B – Engage in practices that advance social and economic justice

Competency 5 – Engaging in Policy Practice

Students will understand that human rights and social justice, as well as social welfare needs and services, are influenced by public policy, as implemented at the federal, state, and local levels. Students will understand the impact of policy in service delivery and the influence of practice in policy development. They will understand the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and how social workers can actively engage in policy practice to effect change within these settings. Students will recognize and understand the historical, cultural, economic, organizational, environmental, and global influences that affect social policy. Students will become knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specifically, students will:

- Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice.

To measure this competency, students will:

- 5A – Analyze, formulate, and advocate for policies that advance social well-being

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

E-RESERVES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve (E-Reserve). You can access the full text articles from your home or from a university computer at no charge.

How do I Use E-RES?

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RESERVES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on "Search E-RESERVES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author. [All Policy Sequence courses will be listed under **Stein**, the sequence chair.]
4. Click on the link to your course.
5. Enter the password given to you by your instructor at the start of the term.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

TEXTS

A. Required Texts

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson.

List: \$166 **ISBN-10:** 020584 8974

Haynes, K.S. & Mickelson, J.S. (2010). *Affecting change: Social workers in the political arena* (7th ed.). Boston, MA: Allyn & Bacon.

List: \$92 **ISBN-10:** 0205763685

The New York Times, The Washington Post, or The Wall Street Journal (Daily)

Many Internet booksellers discount new and used versions of these materials. Significant savings are available through on-line book rentals.

B. Recommended Texts

Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy* (8th ed.). Englewood Cliffs, NJ: Prentice-Hall.

List: \$97.40 **ISBN-10: 0205096891**

Jansson, B. (2007). *Becoming an effective policy advocate* (5th ed.). New York: Brooks/Cole.

List: \$145.95 **ISBN-10: 0495006238**

NASW. (2009). *Social work speaks*, 8th ed. Washington, DC: NASW Press.

List: \$47.99 **ISBN-10: 0871013843**

Pollack, D. (2003). *Social work and the courts*. New York: Brunner-Routledge.

List: \$32.50 **ISBN-10: 0415943965**

Mizrahi, T. & Davis, L.E. (eds.) (2010). *Encyclopedia of social work* (20th ed.). Washington, DC: NASW Press.

List: \$250 **ISBN-10: 0195310365**

Instructional Methods, Course Requirements and Grading

Class sessions include lectures that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to social policy and student experiences in the field. A variety of techniques, including classroom exercises, audio-visual presentations and guest speakers may be used.

Students are expected to complete all assigned readings on time, attend class and participate knowledgeably in class discussions. *The New York Times*, *The Washington Post*, *The Wall Street Journal* or other national newspaper should be read daily.

Assignments:

1. Mid-term. There will a take-home assignment or in-class examination due on the **8th session**.

This midterm will incorporate Competency 3, Advance Human Rights and Social, Economic, and Environmental Justice; and Competency 5, Engaging in Policy Practice. As indicators of this competency, students will:

3A – Advocate for human rights and social and economic justice

3B – Engage in practices that advance social and economic justice

5A – Analyze, formulate, and advocate for policies that advance social well-being

Spring, 2017 Midterm Examination.

This is a take-home exam. You may use the textbook, other assigned reading materials, or class notes for this exam. You may also use other materials or websites to assist you,

although this is not a research assignment. (However, please do not read or use web encyclopedias, such as *Wikipedia*, Answers.com, or About.com.)

DUE DATE: TBA, IN CLASS. Two-thirds of a grade will be deducted from papers handed in after the due date.

Please answer both questions. Responses must be **typed**.

1. Letter to the Editor: TANF

After carefully reading about public assistance programs, especially the Temporary Assistance to Needy Families (TANF) program, you have become concerned about the ability of poor parents to support their families. You are aware that welfare legislation often reflects the low esteem politicians and the public have regarding poor people. You note the increasing needs of low income families in the current economic environment. You want to make a difference – by helping to increase public awareness of the needs of poor families and suggest changes to the TANF program.

You decide to write a letter to the editor of *The New York Times* to state the need for change. Fortunately, your textbook (Karger & Stoesz) provides you with the information you need: the myths about poor families, data about poor families, what TANF provides to poor families, what families are required to do to continue receiving benefits, and who is not eligible for benefits.

Your letter should inform the public about:

- The goals of the TANF program
- Who is affected
- 2 problems with the program that you'd like to change, and why you'd like to change them
- How you propose to make the program more responsive to poor families
- You should anticipate an opposing argument that you can effectively counter

Your letter should be 3 double-spaced pages.

2. Letter to a Legislator: Supporting Social Policy

Our reading and class discussions to date considered important issues addressed by American social policy, including poverty and public assistance; minimum wage and the working poor; civil rights and discrimination; disaster assistance; and the public health implications of gun violence. You wish to influence and improve the legislative process by writing a letter to a key legislator. You hope to assure that policies and programs better reflect your social work values and the Social Work Code of Ethics.

Please identify a policy area or program – covered in class discussion or readings to date – that you'd like to be more responsive to community needs, and suggest a way to improve it. (Best to select a policy issue you care strongly about.

- Address your letter to an appropriate federal, or state legislator. This person should be named, with a title (for example, Chair, Health Committee) and address. In your address, legislators are called, "The Honorable [name]."

You may use the Internet or other materials to select a key legislator. For example, the League of Women Voters website is a helpful resource in the U.S. (www.lwv.org, click on "Take Action," then "Find Your Representative") for identifying legislators, including those who represent you.

- Identify the problem area
- Identify who is impacted by the problem
- Propose 1 solution – a new or refined policy or program
- Back up your proposed solution with an argument why it will be beneficial. You should anticipate an opposing argument that you can effectively counter.

Your letter should be 2-3 double-spaced pages.

2. A **final paper** will be due on the **12th session**. A complete description of the assignment follows.

This assignment requires you to describe a social problem and evaluate an existing social policy designed to address the problem. Include the following:

1. Definition of the problem.
2. Extent of the problem.
3. Underlying causes and factors. Include at least two opposing views of what caused the problem.

4. Existing policy designed to address this problem.
5. Flaws in the existing policy. Why is it not working?
6. Changes in the policy consistent with social work values and policy positions.

Paper should be 10-12 pages excluding reference page and should incorporate the scholarly at least 5 non-assigned references from the professional literature. APA style is required.

This final will incorporate Competency 5, Engage in Policy Practice. As indicators of this competency, students will:

5A – Analyze, formulate, and advocate for policies that advance social well-being

Grading Policy:

The first assignment will be worth 35%, the final assignment 45% and constructive participation 20%.

COURSE OUTLINE

UNIT I: INTRODUCTION TO SOCIAL POLICY AND POLICY PRACTICE

Session 1. Introduction and Course Overview (Competencies 3 & 5)

- Course overview and requirements
- Definitions of social policy

Required Readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 1.

Krugman, P. (2015, November 9). Despair, American style. *The New York Times*. Download from: http://www.nytimes.com/2015/11/09/opinion/despair-american-style.html?_r=0

Recommended Readings:

Amenta, E., Bonastia, C. & Caren, N. (2001). U.S. social policy in comparative and historical perspective: Concepts, images, arguments, and research strategies. *Annual review of sociology*, 27.

Caputo, R. (2008). History of contemporary social policy: Introduction. *Journal of sociology & social welfare*, 35 (1), 9-16.

Session 2. Social Work Policy Practice (Competencies 3 & 5)

- Social policy and social work practice – the professional responsibility to engage in policy practice and policy advocacy
- Social work values, and ethical, analytic and political rationales for policy practice
- Roles and responsibilities of social workers in the policy process
- Diversity, social action and ethical considerations

Required Readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapters 1 & 3.

Dewan, S. (2008, May 28). Resources scarce, homelessness persists in New Orleans. *The New York Times*.

Iatrides, D.S. (2012). Policy practice. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Recommended Readings:

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapters 1 & 2

Myles, J. & Quadagno, J. (2001). Political theories of the welfare state. *Social Service Review* 76, 1.

Schneider, P., & Netting, F. (1999). Influencing social policy in a time of devolution: Upholding social work's great tradition. *Social work*, 44(4), 349-357.

Stuart, P. (1999). Linking clients and policy: Social work's distinctive contribution. *Social Work*, 44(4), 335-345.

Session 3. The Policy Process (Competencies 3 & 5)

- Policy practice in governmental, community and agency settings- how laws are enacted, the role of regulation and policy implementation through social programs
- Methods and models for policy analysis.
- Governmental policy making: Levels of social policy and structures for decision-making (legislative, judicial and executive roles)
- Role of policy practitioners

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 2.

Mickelson, J.S., Haynes, K.S. (2012). Political Process. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Recommended readings:

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapter 4 (pp.89-106).

Lindblom, C., & Woodhouse, E. (1993). *The policy-making process*. Englewood Cliffs, NJ: Prentice Hall – Chapter 5 (Elected functionaries); Chapter 6 (Bureaucratic policymaking).

McCloskey, R.(1994). *The American Supreme Court*, Chicago, IL: University of Chicago Press - Chapter 8 (The Presidency); Chapter 9 (The federal bureaucracy); Chapter 11 (Domestic policy).

Poindexter, C.C. (1999). Promises in the plague: Passage of the Ryan White comprehensive AIDS resources emergency act as a case study for legislative action. *Health and social work*, 24(1), 35-42.

UNIT II: THE SOCIAL WORKER AS A POLICY ANALYST

Session 4. Defining social problems (Competencies 3 & 5)

- How are social problems defined: the process and the players
- Causes of social problems
- Understanding the need for social change
- Problem definition, populations-at-risk and diversity
- Civil rights policy responding to diverse communities

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 4.

Danziger, S.K., & Staller, K.M. (2012). Social problems. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Recommended readings:

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapters 5 & 6.

Loseke, D. (1999). *Thinking about social problems: An introduction to constructionist perspectives*. New York: Aldine De Gruyter.

Peebles-Wilkins, W. (1999). Toward a position statement on the congregate care of children, *AFFILIA*, 14(1), 117-121.

Session 5. Theoretical perspectives: How Social Welfare Policies are Created (Competencies 3 & 5)

- Developing a policy agenda
- Poverty and its characteristics
- Minimum and living wages
- Relationship of policy and practice
- Policy and politics
- Powerless populations and unpopular issues

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 5.

Caputo, R.K. (2013). Policy analysis. In Michael Reisch (Ed.), *Social policy and social justice* (Chapter 6 – first half). Thousand Oakes, CA: Sage.

Densham, A. (2006). Introduction: Politics as a cause and consequence of the AIDS pandemic. *Perspectives on Politics*, 4, 641-646.

Associated Press, (2011, October 19). Study: Living in poor neighborhood can hurt health. *The New York Times*.

Cohen, A. (2008, June 17). After 75 years, the working poor still struggle for a fair wage. *The New York Times*.

Dolnick, S. (2010, March 14). The obesity-hunger paradox. *The New York Times*.

Recommended readings:

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapters 5 & 6.

Takamura, J.C. (1999). Getting ready for the 21st century: The Aging of America and the older Americans act. *Health and social work*, 24(3), 232-238.

Sessions 6. Models for Analyzing Social Policies (Competencies 3 & 5)

- Recurring policy issues and options
- Formulating governmental policy
- Anatomy of policy proposals – analysis of selected policies
- Theories of policy development and implementation
- Models for policy analysis

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 8.

Caputo, R.K. (2013). Policy analysis. In Michael Reisch (Ed.), *Social policy and social justice* (Chapter 6 – second half). Thousand Oakes, CA: Sage.

Recommended readings:

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapter 7.

Kleinkauf, C. (1989). Analyzing social welfare legislation. *Social Work*, 34(2), 179-185.

Reisch, M. (2000). Social workers and politics in the new century. *Social Work*, 45(4), 293-297.

Siegel, D.I. & Abbott, A.A. (2007). The work lives of the low-income welfare poor. *Families in Society*, 88 (3), 401-412.

Session 7. Analysis of Selected Social Policies as They Affect Vulnerable Populations
(Competencies 3 & 5)

- Information for policy analysis
- Public assistance programs, including Temporary Assistance to Needy Families
- Selected topics: poverty, health care, social welfare policies affecting children & families, aging, social welfare policy

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 11.

Caputo, R. K. (2015). The personal responsibility and work opportunity reconciliation act of 1996 (PRWORA). In S. Haymes, M. Vidal de Haymes, & J.R. Miller (Eds.), *The Routledge handbook on poverty in the United States* (pp.249-258).

Krugman, P. (2008, February 18). Poverty is poison. *The New York Times*.

Siefert, K. (2012). Hunger, nutrition, and food programs. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Hagen, J.L. & Lawrence, C.K. (2012). Temporary Assistance for Needy Families. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Recommended readings:

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapter 4 (pp.106-117).

NASW. (2000). *Social work speaks*. Health care pp.185-193. Washington, DC: NASW Press

Perez, M. (1995). *The impact of current federal, state and city proposals on Latino children and families*. New York: Committee for Hispanic Children and Families.

Stoesz, D., & Saunder, D. (1999). Welfare capitalism: A new approach to poverty policy? *Social Service Review*, 73(3), 380-400.

Weaver, H.N., & White, B.J. (1999). Protecting the future of indigenous children and nations: An examination of the Indian child welfare act, *Journal of Health and Social Policy*, 10(4), 35-50.

Session 8 and 9. Health Care Policy (Competencies 3 & 5)

- Health care policy
- Medicare, Medicaid, and the Affordable Care Act
- The role of regulation in the policy implementation process
- Role of the policy practitioner
- Client empowerment

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 12.

Recommended readings:

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapter 4, (121-134) & Chapter 6, (184-206).

Sandfort, J. (1999). The structural impediments to human service collaboration: The case of welfare reform. *Social service review*, 73(3), 314-340.

UNIT III: THE SOCIAL WORKER AS A POLICY ADVOCATE: TOOLS AND STRATEGIES

Session 10. The Role of Coalitions and Professional Organizations (Competencies 3 & 5)

- Mental health policy
- Institutional vs. community care
- Building coalitions
- Understanding power and politics – government and advocacy organizations
- Influencing and organizing
- Developing political strategies

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 13.

NASW. (2006). *Social work speaks*. Washington, DC: NASW Press
Mental Health. pp. 266 – 274.

Schneider, R.L., Lester, L., & Ochieng, J. (2012). Advocacy. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Recommended readings:

Alexander, C. (1998). Creating and using coalitions. In R.L.Edwards, J.A. Yankey, & M.A. Altpeter, (Eds.), *Skills for effective management of nonprofit organizations*. Washington, DC: NASW Press, 90-102.

Roberts-DeGennaro, M. (1987). Patterns of exchange relationships in building a coalition. *Administration in Social Work*, 11(1), 59-67.

Jansson, B. (2003). *Becoming an effective policy advocate*. New York: Brooks/Cole. Chapter 11,12,13.

Sink, D.W., & Stowers, G. (1989). Coalitions and their effect on the urban planning agenda. *Administration in social work*, 13(2), 83-98.

Woodson, R.L. (1996). What we can learn from grassroots leaders. In M.R. Darby, (Ed.), *Reducing poverty in America: View and approaches*, CA: Sage, 224-232.

Sessions 11, 12, & 13. Controversial Issues in Social Policy (Competencies 3 & 5)

- Meeting legislators and officials, public hearings and testifying
- Educational and lobbying activities
- Using legislative, policy and advocacy websites
- How to reach and involve public opinion
- Powerless populations and unpopular issues

Required readings:

Haynes, K.S. & Mickelson, J.S. (2010). *Affecting change: Social workers in the political arena* (7th ed.). Boston, MA: Allyn & Bacon. Chapters 1, 6, 7, 8, 9, 10, 12

NASW. (2006). *Social work speaks*. Washington, DC: NASW Press
Session 11: Role of government, social policy, & social work. pp. 316 – 320.
Session 13: Electoral politics. Pp. 120 – 125.

Cowles, L.F. (2012). Health Care. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Segal, U.A. (2012). Immigration Policy. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Recommended readings:

Domanski, M. (1998). Prototypes of social work political participation: An empirical model. *Social Work*, 43(2), 156-167.

Karger, H. Debates 2, 5, 8, 10, 11, 15, 16, 17.

Session 14: Future Directions and Course Evaluation (Competencies 3 & 5)

- Trends in social welfare
- The public vs. private sectors
- Trends in privatization
- Current policy issues
- Course review

Required readings:

Karger, H. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th. ed.). Boston, MA: Pearson. Chapter 7.

Dobelstein, A. (2012). Privatization. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Hudson, R.B. (2012). Pension and retirement programs. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Myers, R., & Granstaff, C.. (2012). Political Social Work. In Terry Mizrahi & Larry E. Davis (Eds.), *Encyclopedia of Social Work* (20th ed., on-line). New York: Oxford University Press.

Recommended readings:

Blekesaune, M. & Quadagno, J. (2003). Public attitudes toward welfare state policies: A comparative analysis of 24 nations. *European Sociological Review*, 19 (5).

Ewalt, P.L. (1997). Social work in an era of diminishing federal responsibility, setting the practice, policy and research agenda, in P.L. Ewalt, E.M. Freeman, S.A. Kirk & D.L. Poole (Eds.), *Social policy: Reform, research and practice*, p. 1-23.

Gelman, S., Pollack, D., & Weiner, A. (1999). Confidentiality in the computer age. *Social Work*, 44(3), 243-252.

Madrid, R. (2002). The politics and economics of pension privatization in Latin America. *Latin American research review*, 37 (2).

Midgley, J. (1999). Growth, redistribution, and welfare: Toward social investment. *Social Service Review*, 73(1), 3-21.

Stoesz, D., & Saunder, D. (1999). Welfare capitalism: A new approach to poverty, policy? *Social Service Review*, 73(3), 380-400.

Bibliography

- Albelda, R., & Folbre, N. and the Center for Popular Economics (1996). *The war on the poor: A defense manual*. New York: Free Press.
- Albert, V. (2000). Reducing welfare benefits: Consequences for adequacy of and eligibility for benefits. *Social Work*, 45(4), 300-310.
- Bardash, E. (2011). *A practical guide for policy analysis: The eightfold path to more effective problem solving*, (4th ed.). Washington, DC: CQ Press College.
- Birkland, T.A. (2010). *An introduction to the policy process: Theories, concepts, and models for public policy making*. Armonk, NY: M.E. Sharpe.
- Blau, J. & Abramovitz, M. (2007). *The dynamics of social welfare policy*, (2nd ed.). Oxford University Press.
- Berzin, S.C. (2012). Where is social work in the social entrepreneurship movement? *Social Work*, 57, 185-188.
- Brzuzy, S. (2000). The vulnerability of American Indian women in the new welfare state. *AFFILIA*, 15(2), 244-259.
- Caputo, R.K. (2013) Policy analysis. In M. Reisch (Ed.), *Social policy and social justice*. Thousand Oakes, CA: Sage.
- Caputo, R.K. (2012). *Basic income guarantee and politics: International experiences and perspectives on the viability of income guarantee*. New York: Palgrave Macmillan.
- Caputo, R.K. (2011). *U.S. social welfare reform: Policy transitions from 1981 to the present*. New York: Springer.
- Center for community change. (1996). *How – and why- to influence public policy*, 17, Winter.
- Chambers, D.E., & Wedel, K.C. (2008). *Social policy and social programs: A method for the practical public policy analyst*, (5th ed.) New York: Macmillan Press.
- Chan, K., & Chan, C. (2004). Social worker's conceptions of the relationship between theory and practice in an organizational context. *International Social Worker*, 47 (4), 543-555.
- Collins, M.E., Stevens, J.W., & Lane, T.S. (2000). Teenage parents and welfare reform: Findings from a survey of teenagers affected by living requirements, *Social Work*, 45(4), 327-338.
- Cooper, D. & Hamilton, C. (1997). *The dual agenda: The African American struggle for civil and economic equality*. NY: Columbia University Press.

- Comerford, S. (2003). Confronting power: Undergraduates engage the legislative process in Vermont, *Social Policy*, 2 (2/3), 123-143.
- Darby, M.E. (1996). *Reducing poverty in America: Views and approaches*, Thousand Oaks, CA: SAGE.
- DiNitto, D. (2011). *Social welfare: Politics and public policy*, (7th ed.). London: Pearson
- Dobelstein, A.W. (1996). *Social welfare policy and analysis*. Chicago, Ill: Nelson-Hall.
- Families in Society (2007). *The Journal of Contemporary Social Services*. Special Issue, Working but poor: Next steps for social work strategies and collaborations. 88 (3).
- Gelman, S., Weiner, A.P., & Pollack, D. (1999). Confidentiality of social work records in the computer age. *Social work*, 24(3), 191-198.
- George, J. (1999). Conceptual muddle, practical dilemma: Human rights, social development and social work education, *International Social Work*, 42(1), 15-26.
- Gibelman, M. & Kraft, S. (1996). Advocacy as a core agency program. Planning considerations for voluntary human services agencies. *Administration in Social Work*, 20(4), 43-59.
- Gibelman, M., Gelman, S.R., & Pollack, D. (1997). The credibility of nonprofit boards: A view from the 1990s and beyond. *Administration in Social Work*, 21(2):21-40.
- Ginsberg, L. (1996). *Understanding social problems, policies and programs*. Columbia, SC: University of South Carolina Press.
- Gorin, S. (2000). A “society for all ages”: Saving social security and medicare, *Health and Social Work*, 25(1), 53-72.
- Hagen, J.I. (1999). Time limits under temporary assistance to Needy families: A look at the welfare cliff. *AFFILIA*, 14(3), 294-324.
- Hollingsworth, L.D. (2000). Adoption policy in the United States: A word of caution. *Social Work*, 45(2), 183-186.
- Howard, C. (2006). *The welfare state nobody knows: Debunking myths about U.S. social policy*. Princeton University Zpress.
- Hudson, R.B. (1999). Conflict in today’s aging politics: New population encounters old ideology. *Social Service Review*, 73(3), 358-379.
- Jansson, B.S. (2010). *Becoming an effective policy advocate*, (6th ed.). Independence, KY: Brooks Cole.

- Kamerman, S., & Kahn, A.J. (Eds.) (1996). *Planning a state welfare strategy under waivers or block grants*. New York: Cross-National Studies Research Center at Columbia University School of Social Work.
- Karger, H.J., & Stoesz, D. (1997). *American social welfare policy: A pluralist approach* (3rd ed.). New York: Longman.
- Kilty, K.M. & de Haymes, M.V. (2000). Racism, nativism, and exclusion: Public policy, immigration and the Latino experience in the United States. *Journal of Poverty*, 4(1/2), 1-25.
- Laakso, J.H. (2000). Child support policy: Some critical issues and the implications for social work. *Social Work*, 45(4), 367-370.
- Leigh, W.A. (1999). 1998 federal housing legislation: Reality and potential. *Policy and Practice*, 57(4), 6-9.
- Lens, V., & Pollack, D. (1999). Welfare reform: Back to the future. *Administration in Social Work*, 23(2), 61-77.
- Liebman, J.B. (2011). *Social impact bonds: A promising new financing model to accelerate social innovation and improve government performance*. Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2011/02/pdf/social_impact_bonds.pdf
- Mano-Negrin, R. (2003). Spanning the boundaries: A stakeholder approach to effectiveness gaps and empowerment in public and independent human service organizations. *Administration in Social Work*, 27(3), 25-45.
- Noyoo, N. (2004). Human rights and social work in transforming society: South Africa. *International Social Work*, 47(3), 359-369.
- Owens, M.J. (1999). Battered women and their children: A public policy response, *AFFILIA*, 14(4), 439-459.
- Perloff, J.D. (1999). Insuring the children: Obstacles and opportunities. *Families in Society*, 80(5), 516-525.
- Pittman, M.P. (1999). Bridging the divide: The casework policy link, *Journal of Sociology and Social Work*, 26(2), 203-216.
- Reisch, M. (Ed). (2013). *Social policy and social justice*. Thousand Oakes, CA: Sage.
- Reisch, M., & Andrews, A (2002). *The road not taken: A history of radical social work in the United States*. New York: Routledge

- Rock, B., & Congress, E. (1999). The new confidentiality for the 21st century in a managed care environment. *Social Work*, 44(3), 253-263.
- Sandfort, J. (1999). The structural impediments to human service collaboration: The case of welfare reform. *Social Service Review*, 73(3), 314-340.
- Schneider, R.L., & Netting, F.E. (1999). Influencing social policy in a time of devolution: Upholding social work's great tradition, *Social Work*, 44(4), 349-357.
- Segel, E.A. (2012). *Social welfare policy and social programs*. Independence, KY: Brooks Cole.
- Seipel, M. (2003). Global poverty: No longer an untouchable problem, *International Social Work*, 46(2), 191-207. Abramovitz, M. (1996). *Under attack, fighting back: Women, and welfare in the United States*. New York: Monthly Review Press.
- Swigonski, M.E. (1996). Women, poverty and welfare reform: A challenge to social workers. *Affilia*, 11(1), 95-110.
- Teles, S., & Schmitt, M. (2011). The elusive craft of evaluating advocacy. *Stanford Social Innovation Review*, 9(3), 39-43.
- Torres-Gil, F.M. (1998). Social policy and the politics of Hispanic aging. *Journal of Gerontological Social Work*, 30(1-2), 99-122.
- Vartanier, T. (1999). Adolescent neighborhood effects on labor market and *economic outcomes*. *Social Service Review*, 73(2), 142-167.
- Weiner, S. (1998). Reflections on economic class: Voices of middle class children. *Journal of Children and Poverty*, 4(1):1-24.
- Wenocur, S., & Reisch, M. (2001). *From charity to enterprise: The development of American social work in a market economy*. Champaign: University of Illinois Press.

Journals (sample list)

Administration in Social Work
 AFFILIA, Journal of Women in Social Work
 Child Welfare
 Families in Society
 Health and Social Work
 International Journal of Social Welfare
 Journal of Aging and Social Policy
 Journal of Applied Social Sciences
 Journal of Black Studies
 Journal of Family & Economic Issues
 Journal of Health and Social Policy
 Journal of Politics

Journal of Poverty
Journal of Social Policy
Journal of Social Work
Journal of Sociology and Social Welfare
Social Service Review