

Cedar Crest College
Poverty and Income Redistribution
Spring Semester 2009

Course SWK 328-70
Credits 3
Mondays from 7:00PM – 9:30PM

Maynard L. Cressman
Phone: 610-606-4666, Ext. 3502
Office: Curtis 234
E-Mail: mlcressm@cedarcrest.edu

Course Domain:

Preceded by SWK 202, this course is the second professional social work course primarily focused on content regarding social welfare policy and services. Building on SWK 202, this course provides a more advanced, complex, and in-depth understanding of social welfare policy analysis.

This course is primarily concerned with the United States social welfare system, the theory and values upon which this system is based, its component programs, and its effectiveness as a means of redistributing resources to alleviate economic inequality and oppression. Particular emphasis will be placed upon the analysis of the components of the current social welfare system as a basis for developing more effective policies, programs and services to fully meet human needs. Comparisons will be made to social welfare systems in other Western industrialized nations. Attention will also be paid to the U.S. economic system and to the political, judicial and administrative policy-making procedures and processes.

Social work practice interventions and skills will be developed appropriate to meeting client needs with social welfare services and programs.

Course Objectives:

Through this course, the intent is to assist the student to develop and use critical thinking skills to:

1. Gain a more in-depth understanding of historical and current social patterns and dynamics as expressions of attempts to meet a complex of human needs.
2. Understand the philosophy of capitalism and the dynamics of the global U.S. economic system, its relationship to social welfare policies and the legislative, judicial and administrative policies that support it.
3. Better comprehend the nature, scope and consequences of structural inequality and social stratification in contemporary U.S. society and their ethical implications.
4. Understand the process of policy formulation, legislative advocacy and the implementation and administration of programs and services.
5. Achieve a beginning professional working knowledge of the policies, programs, delivery systems and networks that comprise the U.S. social welfare system, as well as those in other Western post-industrial societies.

6. Develop beginning professional social work practice skills in social welfare policy analysis and formulation based on research, in legislative and advocacy, and in delivering services to clients within the structure of service delivery systems, particularly in the greater Lehigh Valley.
7. Understand and consider the adoption of alternatives to current approaches to social welfare provision and to the political and socioeconomic prospects for meeting the full range of common human needs.
8. As a social worker, continue to develop and adopt a coherent rationale for the ethical need to be a dedicated advocate for global social and economic justice for all people.

Course Outcomes:

Students will demonstrate an understanding of current social and economic arrangements and the consequent inequalities generated by these patterns as expressions of attempts to meet human needs.

Assessment: Students will read *Confronting Injustice and Oppression* and selected chapters in *Dimensions of Social Welfare* and write reaction papers about each chapter.

Students will demonstrate an understanding of capitalism as it applies to the U.S. global economic system and its relationship to social work practice.

Assessment: Students will read *Economics for Social Workers* and write reaction papers to each chapter in the book.

Students will demonstrate an understanding of the policies, programs, delivery systems, and networks that comprise the U.S. social welfare system as well as their formulation and administrative process.

Assessment: Students will read assigned articles as well as selected chapters in *Dimensions of Social Welfare Policy* and then write reaction papers to each article and chapter.

Students will demonstrate the use of beginning professional social work practice skills in social welfare policy research, analysis, and program critique and development.

Assessment: Students will read selected chapters in *Dimensions of Social Welfare Policy* and receive training on how to conduct policy research. Students will then research and write an extensive analysis of a social welfare program of their choice including an interview to determine the impact of this program in the Lehigh Valley. Students will also prepare a brief written overview of their analysis for the benefit of the other students in the class.

Students will demonstrate the use of beginning professional social work practice skills in legislative advocacy.

Assessment: Students will engage with Rep. Jennifer Mann, read *Affecting Change: Social Workers in the Political Arena*, and watch selected videos. Students will then write a letter to a state or congressional representative advocating action on a social work related issue. Students will also write a paper applying their knowledge of legislative advocacy by outlining a campaign to get a bill passed into law.

Students will demonstrate their understanding of the need to be dedicated advocates for social and economic injustice.

Assessment: Students will read *Confronting Injustice and Oppression*, *Affecting Change*, watch selected videos and write reaction papers to this material.

Texts:

Gil, D. G. (1998). *Confronting injustice and oppression*. New York, NY: Columbia University Press.

Gilbert, N., & Terrell, P. (2005). *Dimensions of social welfare policy*. (6th ed.). Needham Heights, MA: Allyn & Bacon.

Mickelson, J. S., & Haynes, K. S. (2006). *Affecting change: Social workers in the political arena*. (6th ed.). Needham Heights, MA: Allyn & Bacon.

Prigoff, A. (2000). *Economics for social workers*. Belmont, CA: Brooks/Cole/Wadsworth.

Supplementary Texts (on reserve):

Jhally, S. (2006). *The spectacle of accumulation essays in culture, media of politics*. New York, NY: Peter Lang.

Firebaugh, G. (2006). *The new geography of global income inequality*. Cambridge, MA: Harvard University Press.

Dowla, A., & Barva, D. (2006). *The poor always pay back: The Grameen II story*. Kumarman Press.

Gil, D.G. (1979). *Beyond the jungle*. Cambridge, MA: Schenkman.

National Association of Social Workers. (2007). *Encyclopedia of social work*. (20th ed.). Silver Spring, MD: NASW.

Schmacher, E.F. (1973). *Small is beautiful: Economics as if people mattered*. New York: Harper & Row.

Other Useful Texts:

Quadango, J. (2005). *One nation, uninsured: Why the U.S has no national health insurance*. Oxford University Press.

Schram, S.F. (2006). *Welfare discipline: Discourse, governance and globalization*.

Philadelphia, PA: Temple University Press.

Steverle, C.E. (2004). *Contemporary US tax policy*. Washington, DC: Urban Institute Press.

Moon, M. (2006). *Medicare: A policy primer*. Washington, DC: Urban Institute Press.

Bogensmneider, K. (2006). *Family policy matters: How policy making affects families and what professionals can do*. Mahwah, NJ: Lawrence Erlbaum.

Ikerd, J.E. (2005). *Sustainable capitalism: A matter of common sense*. Kumarian Press.

International Readings:

Chossudovsky, M. (2003). *The globalization of poverty and the new world order* (2nd ed.). Ontario, Canada: Global Outlook.

Friedman, H. (1991). *The political economy of food: The origins of Third World food dependence*. London: Verso/ New Left Books.

Ife, J. (2000). Localized needs and a globalized economy. *Canadian Social Work*, 2(1), 50-64.

Momsen J. (2002). N60, gender and indigenous grassroots development. *Journal of International Development*, 14 (6), 859-67

Student Assignments:

Each student is expected to do high quality work in completing the following assignments:

1. To regularly attend classes and to read all assigned readings before class sessions so as to meaningfully participate in class discussions. This will include written synopses of selected readings. Each synopsis will consist of no less than 200 words describing the essential knowledge gained by the student in that reading. Synopses submitted with less than 200 words can not be revised. Synopses assigned before Spring Break must be submitted no later than the last class meeting before Spring Break in order to receive full credit. All synopses assigned after Spring Break must be submitted no later than the last day the class meets. All synopses must have at least 200 words to receive full credit if submitted on time and half credit if submitted late. The grade for synopses will be the percentage of the number of synopses assigned compared to the number completed by the student adequately and on time.
2. To research and develop a written analysis of a student-selected U.S. social welfare program in order to discern the need for and to formulate more effective policy alternatives. This analysis will be based upon the guidelines of a framework which will be presented and thoroughly covered in class sessions. Students will also learn how to conduct policy research with various library and Internet tools through an in-class training session with a reference librarian. It is expected that material and analytic concepts presented in the course will be reflected in the student's analysis.

3. To provide an oral presentation to the class on the results of your program analysis. This will consist of a typed brief highlighting selected criterion from the framework to be distributed to each member of the class. The class will read this brief and the presenter(s) will then be available to entertain any questions the class may have about the program. Students who are analyzing the same program will be expected to work as a group in preparing and presenting this report. As this presentation is for the enrichment of the class it is appropriate that the class should be responsible for grading the presentation. The grading criteria will include the completeness and accuracy of the typed brief as well as the presenter(s) ability to knowledgeably respond to questions from the class. Presentation dates will be scheduled by the presenters in consort with the instructor.
4. To demonstrate your understanding of legislative advocacy by developing and writing a plan to press for passage of your recommended changes in the program you analyzed as evidenced in section X.A. of the analytical framework. This advocacy plan will reflect the student's understanding of concepts developed in class and the material contained in *Affecting Change*. Specific written criteria for this assignment will be presented by the instructor.
5. To demonstrate your understanding of civic engagement by composing and writing a letter to your state or federal representative regarding a social issue/legislative agenda item of concern to you as a social worker. This form of lobbying is described in detail in C.6 of *Affecting Change*. Use this format outlined in this chapter in composing this letter and provide a copy of the letter to the instructor by the due date indicated in the course outline.
6. Note: All multi-page assignments must be stapled. Assignments #2, #3, #4, and #5 are due on the dates indicated on the class schedule. Assignments turned in later than these due dates will be reduced by 1/3rd of a grade for each day late including weekends. All assigned work must be submitted no later than the last day the class is scheduled to meet. Any late papers will be graded without comments.

CLASSROOM PROTOCOL

Appropriate classroom behavior is implicit in the Cedar Crest College Honor code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for non-compliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

HONOR PHILOSOPHY

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Grading

Social welfare program analysis	50%
Written synopses	20%
Legislative advocacy plan	15%
Letter to representative	5%
Oral presentation of program analysis	<u>10%</u>
	100%

Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

- 1) You may miss two class sessions for whatever reasons without penalty.
- 2) If you miss a third class session the highest overall grade you can receive for the course is a "B".
- 3) If you miss a fourth class session the highest overall grade you can receive for the course is a "C".
- 4) Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions. Late arrival to class/early departure, will cumulatively count toward your two accepted absences.

Students representing the college in athletics will be excused from class for games/matches/meets only, not for practices. However, student athletes who are maintaining a less than "C" average in the course will not be excused from class.

In all cases of missed classes it is the student's responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

Course Outline:

- I. Introduction to social welfare policy and its analysis
 - A. Forces and value dimensions underlying systems of provision
 - B. Definitions and conceptualizations of social policy and social welfare policy

- C. Relationship to social work: micro and macro policy-making
- D. Equality/inequality and moral and ethical values and considerations
- E. Maslow's hierarchy of human needs and human motivation

Reading Assignments: (Asterisk* denotes required synopses)

Confronting Injustice and Oppression: C.4 "Dilemmas and Vicissitudes of Social Work"*; *Social Welfare Policy:* C.1, "The Field of Social Welfare Policy."*
Beyond the Jungle (on reserve): Chapter 2, "Self-Interest and Social Equality."*
Economics for Social Workers: C.1, "Current Economic and Social Crises of Concern to Social Workers."*
Encyclopedia of Social Work: "Human Needs"; "Human Rights"; "Social Justice"; "Social Policy" Social Welfare Policy"

II. Overview of the United States Economic System

- A. Working grasp of macroeconomics
- B. Theories and influences on the historical development of the U.S. economy
 1. Classical economics and assumptions about human nature and motivation
 2. Keynesian economic policies
 3. The American meritocracy – the questionable relationship between the value of work roles and consequent rights to needed resources
 4. Cooperative rather than competitive economic systems
- C. Development of the U.S. social welfare system
- D. Analysis of the modern U.S. global economy
 1. Its operation
 2. Its human impact: Economic injustice and oppression
 3. Its relationship to the social welfare system from conservative, liberal and socialist viewpoints
 4. The role of the state
 5. Income maintenance and redistribution

Reading Assignments:

Economics for Social Workers: C.2, "Basic Economic Concepts for Social Workers"*; C.3, "Theory of Economic Competition in an Era of Business Growth"*; C.4, "Corporate Development and Expansion"*; C.5, "The Great Depression, Business Cycles, and the Theory of J. M. Keynes"*; C.6, "Economic Monetarism: A Focus on Control of Money Supply"*; C.7, "The Money Culture: Marketing the Image of Wealth"*; C.8, "Economic Development History: Bretton Woods to the Present"*; C.9, "Global Trade Policy Sets the Framework for a New World Order"*
Encyclopedia of Social Work: "Economics and Social Welfare"; "Globalization"

III. Inequality and social stratification in the United States and the world

Social Stratification.

- A. Structural inequality and poverty
 - 1. Scope of poverty and oppression
 - 2. Key socioeconomic indicators: their meaning, significance and application
 - 3. Impact on women, children, the elderly, racial and ethnic minorities and other special populations
- B. The social welfare response to inequality
 - 1. Scope of U.S. system and international comparisons
 - 2. Approaches to social welfare provision: Income redistribution styles
 - a. Social insurance
 - b. Public assistance
 - c. Demogrants
 - d. Entitlements or guarantees
 - 3. Organization of public welfare services and programs

Reading Assignments:

The New Geography of Global Income Inequality (On Reserve): C.1 “Massive Global Income Inequality: When Did it Arise and Why Does it Matter?” (Note: Especially focus on the sections entitled “Other Welfare Changes” and “Why Not Focus on Poverty Rather Than on Inequality?”)

The Poor Always Pay Back: The Grameen II Story (On Reserve): C. II, “Classical Grameen and Its Impacts” and C. V “Archeology of Grameen II.”

Encyclopedia of Social Work: “Income Distribution”; “Income Security”

IV. Social Welfare policy analysis and formulation

- A. The need for analysis
- B. Considerations in usage, choices, and development of analytic approaches
- C. Presentation of framework for student's program analysis
- D. Meaning and implications of each component of the framework

Reading Assignments:

Economics for Social Workers: C.11, “Community Economic Development: Models and Strategies”* and “Legal and Political Action for Economic Justice and a Livable World”*

Social Welfare Policy: C.3, “A Framework for Social Welfare Policy Analysis”*

Note: Meeting at Cedar Crest Library for Policy Research Session

V. The making of social policy

- A. Social Policy
 - 1. The President
 - 2. The Congress
 - 3. Lobbyists and PAC’s
 - 4. The People
- B. Tactics to influence decision-making
- C. Politically realistic vs. humane, idealistic programs

Reading Assignments:

Video: *Money Talks* and *Influencing State Policy* (www.statepolicy.org)

Affecting Change: Social Workers in the Political Arena:

C.1 “All Social Work is Political”*, C.2 “Social Work Values Versus Politics”*,
C.3 “The Emergence of a Social Work Polity”*, C.4 “The Debate”*, C.5 “Policy Models
for Political Advocacy”*, C.6 “The Practitioner’s Influence on Policy”, C.7 “Influence
Through Lobbying”, C.8 “Tools to Influence and Organize Others”*, C.10 “Political
Action Committees”*, C.11 “The Campaign”, C.12 “Social Workers as Politicians”*
Encyclopedia of Social Work: “Political Process”; “Political Social Work”

VI. Benefit allocations in social welfare program

- A. Universalism -- selectivity
- B. Cash -- benefits in kind
- C. Social effectiveness -- cost effectiveness
- D. Categorical types of need

Reading Assignments:

Social Welfare Policy: C.4, “The Basis of Social Allocations”*, and C.5, “The Nature of
Social Provisions”*

VII. Financing and budgeting social welfare programs

- A. Private and public funding sources
- B. Taxation
 - 1. General forms
 - 2. Federal types
 - 3. State types
 - 4. Local types
 - 5. Tax payment -- tax burden
 - 6. Tax credit -- tax deduction -- tax exemption
 - 7. Redistributive impact of taxation
- C. Flow of welfare funding
- D. Government budget process
- E. Congressional appropriations process

Reading Assignments:

Social Welfare Policy: C.7, “The Mode of Finance: Sources of Funds”*, and C.8, “The
Mode of Finance: Systems of Transfer”*

Encyclopedia of Social Work: “Social Welfare Expenditures”

Video: *The Betrayal of Democracy*

VIII. Planning, administering and delivering social services

- A. Social planning
 - 1. Planner's role in the policy development process
 - 2. Elitism vs. client involvement in planning
- B. Program administration
 - 1. Administrator's role
 - 2. Methods of evaluation/accountability
- C. Delivering services
 - 1. Choices, mechanisms and alternatives
 - 2. Personnel considerations

3. Problems in service delivery
- D. Judicial role in setting policy

Reading Assignments:

Social Welfare Policy: C.6, “The Design of the Delivery System”*, and C.9, “Who Plans? Choices in the Process of Policy Formulation.”*

Affecting Change: Social Workers in the Political Arena: C.9, “Monitoring the Bureaucracy”*

The Privatization of Human Services: Vol. 2 “Personal Reflections on Purchase of Service: A View from a State Capitol”

Encyclopedia of Social Work: “Managed Care”

IX. Component programs and collective remedial approaches of the U.S. social welfare system

- A. Policies and programs to alleviate poverty and unemployment
 1. Minimum wage legislation
 2. The government as employer of last resort
 3. "Manpower" programs -- successes and failures
 4. Alternative approaches

Reading assignments:

Annual Editions: “Beyond the Welfare Clock” (#22, p. 115)

- B. Social insurance and economic security
 1. Old Age, Survivors and Disability Health Insurance (OASDI) – “Social Security”
 2. Worker's compensation
 3. Unemployment insurance
 4. Alternative approaches

Reading Assignments:

Encyclopedia of Social Work: “Work and Employment”; “Social Security Program”; “Unemployment Insurance”; “Workers Compensation”; “Pension and Retirement Programs”

Annual Editions: “A Critique of the Case for Privatizing Social Security” (#16, p. 80)

- C. Approaches to improving health and education
 1. Medicaid
 2. Medicare
 3. Proposals for a national health insurance
 4. Alcohol and drug abuse
 5. Food Stamp Program, National School Lunch Program and WIC
 6. Alternative approaches

Reading Assignments:

Encyclopedia of Social Work: “Health Care Financing”; “Health Care Reform”; “Hunger, Nutrition and Food Programs”; “Medicaid and Medicare”; “Public Health”

Annual Editions: “Universal Health Care Coverage in the U.S. Barriers, Prospects and Implications” (#33, p. 168)

- D. Approaches to inadequate living space
 1. Federal Housing Administration (PHA) and private home ownership
 2. Public housing and other forms of housing for low-income families
 3. Housing for the elderly (Federal Housing Act; Senior Citizens Housing Act of 1962)
 4. The housing industry and the economy
 5. Household energy programs
 6. Alternative approaches

Reading Assignments:

Encyclopedia of Social Work: “Housing”

- E. Programs for people with physical and emotional challenges and mental illness
 1. Supplemental Security Income (SSI)
 2. Rehabilitative services for the disabled
 3. General Assistance (GA)
 4. Alternative approaches

Reading Assignments:

Encyclopedia of Social Work: “Supplemental Security Income”; “Disability Overview”

- F. Assistance to low income families
 1. History of Aid to Families with Dependent Children to Temporary Aid to Needy Families
 2. Work requirements
 4. Alternative approaches

Reading Assignments:

Beyond the Jungle, Chapter 8, "Parents' Wages in the Context of Meaningful Work and Adequate Income Policies"

Encyclopedia of Social Work: “Temporary Assistance to Needy Families”; “Child Welfare Overview: History and Policy Framework”

- G. Social services for children and the elderly
 1. Title XX of the Social Security Act
 2. Child welfare services
 3. Services for the elderly
 4. Headstart Program
 5. Day care for children
 6. Alternative approaches

Reading Assignments:

Annual Editions: “Religion/Spirituality and Health Among Elderly African Americans and Hispanics” (#36, p. 186)

- X. Reforming the U.S. Social Welfare System
 - A. Reasons for reform from conservative, liberal and socialist and ethical perspectives
 - B. Objectives of reform
 - C. Review of Clinton and Pennsylvania reform initiatives (Pathways Program)

- D. Sources of resistance to reforms
- E. Prospects for the future of social welfare programs and practices
- F. The role of the social worker: ethics, values and social change
- G. Whole systems thinking: spiritual politics and changing the world from the inside out.

Reading Assignments:

Social Welfare: C.9, “Policy Dimensions: International Trends in the Twenty-First Century.”, *Affecting Change*: C.13, “Jump In”*, *Confronting Injustice and Oppression*: C.5 “Transition Policies Beyond Poverty, Unemployment and Discrimination”*, C.6 “Social Change-Oriented ‘Radical’ Practice”*, Epilogue*
Encyclopedia of Social Work: “International Social Work and Social Welfare”; “Progressive Social Work”

Weekly Class Schedule

January

- 19 Course Overview and Unit I
Reading Assignment: All readings listed under Unit I. *Economics for Social Workers* (Unit II).
- 26 Unit II
Reading Assignment: Complete all readings listed under Unit II
Video: *The Overspent American: Why We Want More Than We Need*

February

- 2 Unit II and begin explanation of analytic framework (Unit IV)
Reading Assignment: All readings listed under Unit III.
Assignment Due: Program choice for major and analysis.
- 9 Library Session
Reading Assignment: All readings listed under Unit IV.
- 16 Unit III and complete explanation of Analytic Framework. (Also, this is the backup library session if we are snowed out on Feb. 4.)
Reading Assignment: *Affecting Change: Social Workers in the Political Arena* (listed under Unit V).
- 23 Unit IV
Reading Assignment: Continue to read *Affecting Change* and complete all other readings under Unit V.

March

- 2 Unit V
Reading Assignment: Finish reading *Affecting Change* and readings listed under Units VI and VII.
Video: *Money Talks*
Assignment Due: Letter to Representative

9 **Break**

16 Unit VI and Unit VII

Reading Assignment: Readings listed under Unit VIII.

Video: *How A Bill Becomes Law*

23 Unit VII and Unit VIII

Reading Assignment: Readings listed under IX A. And IX B.

Video: *The Betrayal of Democracy* (Part I)

30 Discussion on the American Dream.

Reading Assignment: Readings listed under IX C., D. & E.

Video: *The Betrayal of Democracy* (Part II)

April

6 Unit IX - Begin Oral Presentations.

Reading Assignment: Readings listed under IX F. & G.

Video: *The New Rulers of the World*

13 **Break**

20 Unit IX - Continue Oral Presentations.

Reading Assignment: First three readings listed under Unit X

27 Unit IX - Continue Oral Presentations.

Reading Assignment: Complete readings listed under Unit X.

Assignment Due: Legislative advocacy plan

May

4 Unit X

Assignment Due: Major program analyses, and any late papers.