UNIVERSITY OF MISSOURI-ST. LOUIS
SCHOOL OF SOCIAL WORK
Fall Semester 2014
SOCIAL ISSUES AND SOCIAL POLICY DEVELOPMENT
SOCIAL WORK 3210

Course Information

AFTERNOON SECTION:
    Time: Tuesdays 12:30-3:15
    Room: Bellerive Chapel Classroom 222
PREREQUISITES: Soc Wk 2200, Pol Sci 1100, and Econ 1000
INSTRUCTOR: Margaret Sherraden, PhD, Professor
    Office: 201 Bellerive Hall
    Telephone: 314-516-6376 e-mail: sherraden@umsl.edu
    Office hours: Tuesday, 3:30-5:30, or by appointment
GRADUATE TEACHING ASSISTANT: Ali Gottuso,, MSW student
    Office: 113 Bellerive Hall
    Telephone: 314-516-XXXX e-mail: aegkd6@mail.umsl.edu
    Office hours: By appointment, in Writing Lab on Thursday 1pm-3pm

Course Rationale and Overview

What are U.S. social policies and how do they affect people's lives? How can we change policy to improve well being and life chances?

These are the questions that we will study this semester. In the first part of the course, we will study the historical context of U.S. social policy, and learn how policies are created and analyzed. This will include understanding how values, conflicting viewpoints, and competing interests influence the formation and implementation of social policy. With help from librarians, we will locate information and resources about social policy.

The remainder of the semester we will focus on key policy areas. We will hear from people involved in policy-making and policy implementation. The focus will be on how policies affect vulnerable and under-served populations, or populations that have received unequal treatment. In each policy area, we will highlight a specific change underway today.

Throughout the semester, we will study in depth – and apply what we are learning – to an urgent policy issue. This semester the topic will be **youth policy**.

Since you are enrolling in this course, I assume you are familiar with basic concepts in economics, political science, and sociology, including a working knowledge of U.S. government and democratic processes. I also expect upper-level undergraduate communications skills (oral and written), as well as basic word processing, computer, and Internet skills. Critical thinking skills are necessary in this course.

Welcome! I look forward to working with you to learn about US social policies.

Course Objectives

In this course, students will:
1. Gain familiarity with the history, development, and debates in key social policy arenas.
2. Understand how circumstances, concepts, and values influence and shape social policy, particularly the role of conflict and coalition building in the policy-making process.
3. Utilize critical thinking skills in policy analysis and identify intended and unintended consequences of policy, especially on oppressed, disadvantaged, and diverse population groups.
4. Understand policy development, and gain introductory skills in policy practice.
5. Engage in policy negotiation, mediation, and advocate on behalf of client groups and communities.
6. Collaborate with colleagues and other stakeholders for effective policy practice, including formulation, implementation, and evaluation.
7. Apply knowledge of policy practice to a current pressing social and economic justice issue that affects a vulnerable population group.

Course format

This course includes **reading, thinking, discussing, debating, listening, and writing** about social policy. I encourage and expect students to participate in informed ways through class discussions.

Please come to class prepared to discuss the readings, ask questions, contribute ideas, and share experiences. Your active involvement and contributions are important to our learning (and also will affect your grade). In social policy, there are often no "right answers;" however, you must back up your assertions with evidence.

This course has three concurrent activities with related assignments:
1. **Policy topics**. Reading and discussion on the broad range of social policy topics which are fundamental to social work practice (e.g., aging, poverty, human rights, child welfare).
2. **A policy project**. We will study one topic throughout the semester. We will read, listen to Guest lectures, and view videos, and you will complete several assignments on this topic.
3. **Current social policy developments**. Using news clippings, we will discuss current social policy developments throughout the semester.

Role of Students and Faculty

You are responsible for your own learning. The instructor and the GTA are responsible for teaching and facilitating a helpful and accessible learning environment.

This is a classroom where respect for all people and diversity of opinion are important. Be forthright about your viewpoints, but remember that **all discussion and interactions must be civil**. Mutual respect is fundamental. This includes civility and respect with regard to gender, sexual orientation, gender expression, religion, race, and/or ethnicity. If you encounter a problem with civility and respect, please don't hesitate to talk to me or your GTA about it. We will find a means to address and resolve the issue.

Below are the expectations for participating in this class. Those who do not comply with these expectations will be asked to meet with me, and perhaps drop the class.

- Treat one another with respect in order to facilitate and encourage the expression, testing,

understanding, and creation of a variety of ideas and informed opinions.

- Attend class and be on time -- and stay through the class time.
- Complete the readings and come to class prepared.
- Complete all assignments on time. Please discuss any problems with meeting deadlines or completing assignments with me – **before** you get behind.
- Ask questions, share experiences, and participate in class discussions.
- Check *My Gateway* at least two times a week.
- Check your UMSL e-mail accounts regularly; official class business will be communicated through student e-mail on *My Gateway*.

NO TEXTING OR COMPUTER USE DURING CLASS. Turn off or mute beepers and cell phones during class. If there is a reason for an exception, please let me know prior to start of class.

Please consult the Student Conduct Code for more information, online:
http://www.umsl.edu/studentlife/dsa/student_planner/policies/conductcode.html

Academic Support

The Social Work Writing Lab can assist you with various aspects of written assignments, such as proofreading, and checking for content, clarity, and attainment of assignment objectives. It exists to help you further your writing skills. The writing lab is available to you from 1:30-5:30 on Mondays and 1:30-5:30 Tuesday, 1:30-3:30 Wednesday, and 3:30-5:30 Thursday.

The UMSL Academic Center is a place where students can study and receive help in math and writing. The students themselves called for this type of facility. Food and drinks allowed. High-tech and low-tech facilities available to help the students with studying and learning. http://www.umsl.edu/mathcs/math-academic-center/
> Location: 222 SSB (adjacent to the *Pony Expresso*), 314-516-6863, Aug 25 – Dec 13
> Hours: Monday & Thursday (9am–7 pm), Tuesday & Wednesday, Friday (9 am–1 pm), Saturday (CLOSED), Sunday (1 pm–5 pm)

Net Tutor service, accessed in My Gateway, offers real time tutoring. This service is free.
http://mygateway.umsl.edu/webapps/portal/frameset.jsp

Online Writing Lab, where you can get assistance with writing:
http://mygateway.umsl.edu/webapps/portal/frameset.jsp

Research Consultation (in person, online chat, or email) at Thomas Jefferson Library. *Allow 1-2 days* to set up "in-person" or "online chat" with a reference librarian: http://www.umsl.edu/~libweb/research-help/research-consultation/index.html

Academic Dishonesty

Academic dishonesty is a serious offense that may lead to failure on the assignment in question, failure of the course involved, probation, suspension, or expulsion. One form of academic dishonesty is plagiarism--the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student's

examination, take-home test, or laboratory manual. The Code of Student Conduct is in the Bulletin and is also available in the UMSL Student Planner.

Americans with Disabilities Act Accommodation Policy

The ADA requires faculty and the university to provide "reasonable accommodation" to students with disabilities. Students should inform faculty at the beginning of the semester about any accommodation needs. Students requesting special services should also contact the Office of Disability Access Services.

Textbook and other Reading/Listening

Required text: Rosemary K. Chapin (2014, 3rd edition). *Social Policy for Effective Practice: A Strengths Approach.* New York & London: Routledge. (e-book version okay)

Additional readings will be assigned and available on *My Gateway* and the Internet, and in class handouts (see Course Schedule).

Use the library. In addition to print sources, become familiar with the library's search engines (bookmark the library home page: http://www.umsl.edu/services/library/). These make research faster and you can accomplish much at home. Feel free to begin with the bibliography at the end of the syllabus and sources in your textbook.

Read the newspaper. To be an effective social worker and participant in this course, you must be informed about current social, economic, and public policy issues and events. In order to stay abreast of current issues, students should read at least one daily newspaper and several weekly or monthly periodicals, preferably from diverse political viewpoints. Pay particular attention to in-depth stories and "op-ed" commentaries that provide analyses of current issues. Newspapers in St. Louis are the *St. Louis Post-Dispatch*, *St. Louis American*, the *Riverfront Times,* and the *St. Louis Journalism Review.* National newspapers are the *Washington Post*, *Wall Street Journal*, and the *New York Times* (especially the *Sunday Times* if you do not have time to read the paper every day). Moving approximately from right to left on the political spectrum, look at periodicals such as the *National Review*, *The Public Interest*, *Business Week*, *Economist*, *National Journal*, *Congressional Digest*, *The Atlantic Monthly*, *Harpers*, *The New Republic*, *American Prospect*, *The Nation*, and *In These Times*.

Listen to television and radio. Television and radio covers social policy, although often superficial. Listen to news on NPR; watch McNeil/Lehrer News Hour, Frontline, Washington Week in Review, and other national and local news and analysis programs on PBS and cable for more in-depth treatment. Some cable stations also carry helpful news and policy analysis. Listen to all stories critically.

Use the Internet. Many Internet sites cover up-to-date information on social policies. However, be sure to evaluate carefully the affiliation and reputation of the site before using data from the web (*hint*: ".com" sites are usually trying to sell a product, and some ".org" sites are trying to sell a position with little reliable evidence). Wikipedia can be a useful source to begin a web search, but follow up with other sites, and be sure to validate any information found on Wikipedia. Do **NOT** use Wikipedia as a source in references. As you find valuable resources, please take time to disseminate to others in the class in the discussion board in *My Gateway*.

Course Outline

Check My Gateway regularly for updates/revisions to this syllabus

Week 1 (Aug 26)	Introduction to Social Policy

(see below) **Q**: *Youth around the nation said what eight issues are the **most important** to address?*

Reading
- Chapin, Ch. 1, Social work and social policy: A strengths perspective
- NASW Code of Ethics: http://www.socialworkers.org/pubs/code/code.asp (see "Ethical Principles" and Section 6.04 - Social and Political Action)

Review websites
- Winning the future with young Americans, The White House: http://www.whitehouse.gov/sites/default/files/other/whitehouseebooksummarizing100youthroundtables.pdf

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* *Every week there is a question. Find the answer in the assigned reading (<u>HINT</u>: These are usually found on one of the websites).* There will be a drawing for prizes for one person who has the correct answer!

Week 2 (Sept 2)	Early Social Policy: 1601-1916

Q: *In what year was the U.S. Children's Bureau created?*

Guest lecture:

Reading
- Chapin, Ch. 2, The historical context: Basic concepts and early influences

Review websites
- Social Welfare History Project: http://www.socialwelfarehistory.com/
- American Youth Policy Forum: http://www.aypf.org/programareas/

Week 3 (Sept 8)	Development of Current US Social Policy: 1917-2011

Q: *How much has the Social Security program paid out since it began making payments in 1937? How much has Social Security taken in taxes and other income since that time?*

Video: What is the budget?

Reading
- Chapin, Ch. 3, The historical context: Development of our current welfare system
- A Framework for Social Policy Analysis (My Gateway)

Review websites
- Children's budget: http://www.firstfocus.net/library/reports/kids-share-2011
- Social Security history: http://www.socialsecurity.gov/history/
- National Priorities, Revenues and expenditures (as % of GDP): http://nationalpriorities.org/en/resources/federal-budget-101/

- Institute on Taxation and Economic Policy, Missouri state and local taxes: http://www.itepnet.org/ (click on Missouri, Who pays…?)

Week 4 (Sept 16)	NO CLASS (work on Fact Sheets)

Week 5 (Sept 23) *NOTE*: Meet at TJ Library in the classroom (back & left near copying machines on main floor)	Research for Policy Analysis

Assignment due: Fact Sheet

Assignment due (IN CLASS): Library assignment (completed in class, turn in no later than next class)

Q: *How many specifically social work databases are available online on the library website?*

Guest lecture: Frances Piesbergen, Reference librarian, TJ Library

Review websites
- Library webpage: http://www.umsl.edu/services/library/

Week 6 (Sept 30)	Economic & Political Context

Q: *What proportion of African Americans between ages 18 and 24 is actively looking for a job?*

Guest lecture: Danyelle Adams, Social Services Director, YouthBuild St. Louis

Reading
- Chapin, Ch. 4, Economic and political contexts

Review websites
- Youth unemployment: http://younginvincibles.org/inthistogether/
- Stuck: Youth America's persistent jobs crisis, Demos: http://www.demos.org/sites/default/files/publications/Stuck-YoungAdultEmployment-Demos_1.pdf?goback=%2Egde_4469371_member_230951074
- Adolescents and Poverty (scroll down and click on article): http://www.tpronline.org/issue.cfm/Poverty_and_Youth
- Halve the gap by 2030: Youth Disconnection in America's Cities - see pages 60-62: http://ssrc-static.s3.amazonaws.com/moa/MOA-Halve-the-Gap-ALL-10.25.13.pdf

Week 7 (Oct 7)	Economic Well-Being

Q: *If a youth begins saving $20 a month at age 16, how much would she have in 20 years (assuming 1.5% interest rate and a 2.0% inflation rate)?*

In class video: Why Poverty?

Reading
- Chapin, Ch. 8, Income- and asset-based social policies and programs

- Sherraden, M. (1988). Rethinking Social Welfare: Toward Assets, *Social Policy* (winter), 37-43. [*My Gateway*]

Review websites:
- What is asset building? PolicyLink: http://accesstofinancialsecurity.org/start/what-is-asset-building?destination=node/2719 New America Foundation, Financial services: http://www.newamerica.net/taxonomy/term/344
- Building financial capability in youth employment programs: http://files.consumerfinance.gov/f/201408_cfpb_report_financial-capability-in-youth-employment-programs.pdf
- FINRA Investor Education Foundation: http://apps.finra.org/Calcs/2/Savings
- Financial capability in the US (look at Missourians' scores): http://www.usfinancialcapability.org/results.php?region=US
- Student Loans: http://www.sfstl.org/advice-assistance/resources/student-loans-links

Week 8 (Oct 14)	Child Welfare Policy

Q: *What percent of former foster youth will earn a college degree by age 25 (compared to what percent of all 25 year olds)?*

Sign up to meet with professor and GTA during the next couple of weeks to discuss your policy research topic. ***Bring a paragraph*** **description of your topic and questions to discuss!**

Guest speaker: Rep. Courtney Curtis, MO House of Representatives

Reading
- Chapin, Ch. 9, Policies and programs for children and families

Review websites
- Calculator: http://www.livingwage.geog.psu.edu/
- Chapin Hall, Research on child welfare: http://www.chapinhall.org/research/areas/Child-Welfare-and-Foster-Care-Systems
- Jim Casey Youth Opportunities Initiative: http://jimcaseyyouth.org/about/aging-out (also see "Keys to your financial future": http://jimcaseyyouth.org/video-tutorial)

Week 9 (Oct 21)	Human Rights

Q: *How much do states spend on average to place a youth (adjudicated delinquent) in the juvenile justice system, into a youth prison or out-of-home placement every year, according to the Justice Policy Institute?*

Guest speakers: Faith Sandler, Executive Director, and Sarah McClure, BSW, MSW, Program Director, Scholarship Foundation of St. Louis

Reading
- Chapin, Ch. 7, Civil rights

Review websites
- Protecting migrant children: http://www.firstfocus.net/library/fact-sheets/protecting-migrant-children-fleeing-from-central-america

- United Nations Declaration of Human Rights: http://www.un.org/en/documents/udhr/
- Divesting from youth incarceration: http://sparkaction.org/content/divesting-youth-incarceration or http://www.act4jj.org/blog/565
- Ex-offenders and the vote: http://www.nytimes.com/2010/03/22/opinion/22mon3.html?ref=voter_registration_and_requirements
- Human Rights Campaign, Laws in Your State: http://www.hrc.org/Template.cfm?Section=Your_Community
- NASW: Same-Sex Marriage - Fact Sheet: http://www.naswdc.org/diversity/lgb/033004Facts.asp

Week 10 (Oct 28)	Well-Being among Older Adults

Q: How does life expectancy at birth in the Republic of Korea compare to life expectancy in the United States? Which country has higher per capita income (see the GNI per capita)?

Reading
- Chapin, Ch. 11, Policies and programs for older adults

Review websites
- World Bank: http://data.worldbank.org/topic/health
- Social Security benefits: http://www.ssa.gov/planners/calculators.htm
- Generations United: http://www.gu.org/OURWORK/PublicPolicy/PolicyImpact.aspx
- Retirement Calculator: http://www.aarp.org/work/retirement-planning/retirement_calculator/?intcmp=SKYBOX2ENG
- State fact sheets for grandparents: http://www.aarp.org/content/dam/aarp/relationships/friends-family/grandfacts/grandfacts-missouri.pdf

Week 11 (Nov 4)	Health & Mental Health Policy

Q: If you are an individual who has no employer-based health insurance, and have an income less than or equal to 133% of poverty, what program would cover you under the new health care law (2010)?

Guest speaker: Dave Hilliard, Executive Director, Wyman Center, and Andrew Smith, MSW, UMSL.

Reading
- Chapin, Ch. 10, Health and mental health, policies and programs
- Potts, What's killing White women?: http://prospect.org/article/whats-killing-poor-white-women

Review websites
- Born in '88? You'll Want to Read This: http://www.hhs.gov/healthcare/facts/blog/2014/08/born-in-88.html
- Kaiser Family Foundation, Summary of health reform bill, http://www.kff.org/healthreform/upload/8061.pdf
- Kaiser Family Foundation, Health care implementation timeline: http://kff.org/interactive/implementation-timeline/
- Over 300,000 Must Prove Eligibility or Lose Health Care: http://www.nytimes.com/2014/08/13/us/over-300000-must-prove-eligibility-or-lose-health-

care.html?mabReward=RI%3A8&action=click&contentCollection=U.S.&region=Footer&module=Recommendation&src=recg&pgtype=article
- Number of Americans without health insurance down:
  http://www.nytimes.com/interactive/2014/10/27/us/is-the-affordable-care-act-working.html#/

Week 12 (Nov 11)	Policy Analysis

Q: *A small non-profit organization is safely within legal limits if it spends less than 5% of its budget on lobbying. True or False?*

Assignment due: Annotated bibliography (Part B)

Guest lecture:

Reading
- Chapin, Ch. 5, Basic tools for researching need and analyzing social policy

Week 13 (Nov 18)	Social Policy Practice

Q: *What are three growth areas of the economy – industry sectors – where there are likely to be jobs in the next decade?*

Reading
- Chapin, Ch. 6, Social policy development: Research and policy practice

Review websites
- Young Invincibles: http://younginvincibles.org/issues/
- NASW, Social Work Policy Institute: http://www.socialworkpolicy.org/
- Influencing State Policy: http://www.statepolicy.org/Resources/Resources.html
- Alliance for Justice, Lobbying definition: http://www.afj.org/assets/resources/nap/lobbying-defs.pdf
- Alliance for Justice, Worry Free Lobbying: http://www.bolderadvocacy.org/wp-content/uploads/2012/02/worry_free_lobbying.pdf
- The pathways to prosperity network: A state progress report (2012-2014): http://www.jff.org/publications/pathways-prosperity-network-state-progress-report-2012-2014 (Missouri on p. 19 in http://www.jff.org/sites/default/files/publications/materials/Pathways-to-Prosperity-for-Americas-youth-080514.pdf)

Week 14 (Nov 25)	Fall Break

Week 15 (Dec 2)	Globalism and the Future of Social Policy

Q: *What is the name and nationality of the youth who won the Nobel Peace Prize and why did they give it to her?*

Reading
- Chapin, Ch. 12, The future

- The United Nations System:
  http://www.un.org/en/aboutun/structure/pdfs/UN%20system%20chart_lettercolor_2013.pdf

Review websites
- UN Millenium Goals: http://www.un.org/millenniumgoals/
- Apps for the poor: They're not what you think:
  http://www.pcmag.com/article2/0,2817,2469876,00.asp
- International social work, NASW:
  http://www.naswdc.org/pressroom/features/issue/international.asp
- Youth Policy: http://www.youthpolicy.org/
- Remember the young ones: http://www.ippr.org/assets/media/publications/pdf/remember-young-ones_Aug2014.pdf

Week 16 (Dec 9)	Elevator speeches
Attendance required ▪ **Elevator speeches (Part C)**	

Dec 12	Policy brief due
Policy Brief (Part D) ▪ **Due by midnight, Friday, December 12**	

Assignments/Grading

Course Assignments

Assignment 1. Using the library (20 points).
  This exercise will be completed in class in the library. See syllabus for date. (If you do not finish the exercise in class, please turn it in by the next class.)

Assignment 2. Policy news articles (20 points)
  Bring 2 news clippings on a social policy topic pertinent to class. You will sign up for the date at the beginning of the semester.
  NOTE: Write the complete citation along the margin. Highlight or underline the key point(s) and be ready to report on the main point(s) in class.

Assignment 3. Assigned reading and five (5) in-class *unannounced* queries. You may drop your lowest grade (80 points)
  Read all assigned materials and review assigned websites. Complete 5 *unannounced* in-class queries. We will post study questions at least four days before each class for which readings are assigned.

Assignment 4. Five-part policy project (145 points) (see full description posted on MyGateway)
  There are five parts.
  ▪ Part A: Fact sheet (30 points)
  ▪ Paragraph description of project and 2 *useful* references: (5 points)
  ▪ Part B: Annotated bibliography (40 points)
  ▪ Part C: Elevator pitch (20 points)
  ▪ Part D: Policy brief (50 points)

Class attendance, punctuality, and participation (30 points)
  Class attendance and perceptive, constructive, and consistent participation.

Please note!
  ▪ All assignments (except for the final paper - Part D policy brief) must be turned **in hard copy.**
  ▪ Check MyGateway at least twice a week for updates and postings for this course.
  ▪ The syllabus will be revised periodically, depending on policy developments and student interests. Changes will be posted on MyGateway (in a revised syllabus), and you will be notified via student email. You are responsible for keeping up with changes.
  ▪ Grading rubrics are posted for each assignment that detail how I will evaluate most assignments.
  ▪ Incompletes/delayed grades will not be given in this course except in documented situations. If you keep up with the work throughout the semester, there should be no trouble completing the assignments successfully.

Grading Criteria for Written Assignments

Effective social work practice requires knowledge and understanding, as well as an ability to communicate information accurately and concisely verbally and in writing. Therefore, assignments will be evaluated for both content and clarity.

1. Content and understanding of the material
   - Relevance
   - Accuracy

2. Organization
   - Structure and format of the paper
   - Logical sequencing and continuity of ideas
   - Clarity of expression and conciseness

3. Presentation
   - Neatness, typed, double-space, paginated
   - Correct grammar, spelling, and punctuation
   - Correct use of APA style: for quick reference see OWL Purdue
     http://owl.english.purdue.edu/owl/resource/560/01/

Attendance and Late Policies

Your attendance each week is required. Students will not receive participation points unless they attend regularly (and attend the entire class period).

*As a courtesy to guest lecturers, your colleagues and instructors, **please arrive on time to class***.

Late assignment policy: Late assignments will be penalized at the instructor's discretion. In extenuating circumstances, students may receive an extension. Foreseeable problems should be discussed with the instructor BEFORE the assignment due date, not after. All course assignments must be completed before a final grade will be issued.

Curriculum Content Associated with CSWE Competency Practice Behaviors
by EPAS Competencies
Designed to accompany SW 3210

Core Competency	Practice Behavior and Content	Course Objective	Assignment
EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly	• Advocate for client access to the services of social work	• 5, 7	• Policy project, Parts C & D
EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments	• Analyze models of assessment, prevention, intervention, and evaluation	• 3, 7	• Library assignment • Policy project, Parts A, B, C, and D
EPAS 2.1.5 Advance human rights and social and economic justice	• Engage in practices that advance social and economic justice	• 6 & 7	• Policy project, Parts C & D
	• Advocate for human rights and social and economic justice •	• 5, 7	• Policy project, Parts C & D
EPAS 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	• Analyze, formulate, and advocate for policies that advance social well-being • Collaborate with colleagues and clients for effective policy action	• 3, 4, 5, 6, 7	• Policy Project, Parts A, B, C, & D
EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	• Implement prevention interventions that enhance client capacities	• 7	• Policy project, Parts C & D
	• Negotiate, mediate, and advocate for clients	• 5, 7	• Policy project, Parts C & D