| GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL WELFARE POLICY

SOWK 3110 | 3 credit hours
Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
Dept. Phone: 402.554.2793
Dept. Email: graceabbott@unomaha.edu

COURSE INFORMATION

Description

This course is an introduction to social welfare policy analysis. It informs the BSSW student about the history of professional social work, the development of social services in the United States, and the values, beliefs, ethics and social welfare theories that frame professional policy practice. The course examines U.S. social welfare policy, taking into account historical social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.

Rationale/Overview

This course examines social policy and its implications on micro- and macro-level systems in a historical perspective and in the context of political, economic, social, and cultural dimensions of society. The focus of this course is on social work policy practice, including political advocacy, and the process of policy formulation/development, implementation, and evaluation/analysis at the local, state, and federal levels of government. Additionally, the complexities associated with determining how best to respond to human needs and social conditions across the lifespan through specific U.S. social welfare policies and services are addressed. Public policy implications for specific populations at risk are also addressed. This course prepares students for active participation in the design of effective macro system interventions aimed at enhancing the

quality of life for individuals, families, groups, organizations, institutions, communities, and society.

Course Objectives/Student Learning Outcomes
1. Explain how personal and cultural values and ideology shape U.S. social welfare policy.
2. Demonstrate critical thinking and problem-solving skills through a rights-based, anti-oppressive and anti-racist lens.
3. Describe formal and informal structures in the delivery of social services.
4. Describe how age, disability, social status, gender, race, ethnicity, sexual orientation, and religion impact social welfare policy.
5. Demonstrate critical awareness of how historical-cultural context shapes public and private anti-poverty programs in the U.S.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS
Required text(s)

TBD

COURSE STRUCTURE/FORMAT
Class lectures, discussions, in-class assignments, audio-visual aids, and guest speakers will be used to present course materials.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction to the course and review syllabus	
Session 2 [date]	Lecture: U.S. history and why it matters	Read: Ch. 1 and 2 (Dunbar) Reflection #1
Session 3 [date]	Lecture: U.S. history and why it matters (cont.), origin of social work, overcoming our biases, intro to political processes	Read: https://www.huffpost.com/entry/remembering-our-roots-rei_b_5036635?guccounter=2 (DePalma) Read: https://www.tandfonline.com/doi/full/10.1080/23303131.2016.1179537 (Reisch) Reflection #2
Session 4 [date]	Lecture: Legislative 101 – the political process	
Session 5 [date]	Lecture: Legislative 101 – the political process (cont.)	Contact list
Session 6 [date]	Lecture: Poverty	

Session/Date	Topic	Assignment
Session 7 [date]	Lecture: Welfare systems, and Nebraska's foster care system	Read: https://www.newamerica.org/weekly/118/why-work-for-welfare-doesnt-work/ (Thomhave) Read: https://www.nytimes.com/2014/09/22/opinion/why-poor-students-struggle.html (Madden) Read: Pg. 431-432 (West) Reflection #3
Session 8 [date]	Lecture: Healthcare access, and mock legislative hearing day	
Session 9 [date]	Lecture: Criminal justice system, and mock legislative hearing day (cont.)	View: "13th" (prior to class) Read: Ch. 1 (Alexander) Reflection #4
Session 10 [date]	Lecture: Poverty (cont.)-immigration Mock legislative hearing day (cont.)	Read: Ch. 4 (Dunbar) View: images taken by Taylor (2013) https://www.theatlantic.com/photo/2013/08/an-immigrants-journey/100573/ View: CBS video (24 min.) https://www.cbsnews.com/news/seeking-asylum-an-immigrants-journey-to-america-cbsn-originals/ Take an immigrant's journey: https://expmag.com/immigrant-experience/#all_opening Mock legislative hearing materials Reflection #5
Session 11 [date]	Lecture: Access to democracy (4th, 5th, 6th, 8th, and 13th amendments)	Read: Ch. 5 (Alexander) Reflection #6 Policy Proposal (Part I)
Session 12 [date]	Lecture: Access to democracy (1st and 14th amendments)	Read: Conclusion (Dunbar) Reflection #7
Session 13 [date]	Students' choice	Mock legislative hearing reflection Federal policy project
Session 14 [date]	Policy panel Course wrap-up	

IMPORTANT DATES
Last day to drop a course (via MavLink) and receive a 100% refund   TBD
Last day to withdraw from a course (via MavLink) with a grade of "W"   TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule

that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Elected Official Scavenger-Hunt (1)   10 points (total)
     One scavenger-hunt worth 10 points.

Reflection Papers (7)   70 points (total)
     Seven reflection papers worth 10 points each.

Legislative Day (1)   50 points (total)
     One Legislative Day worth 50 points.

Mock Legislative Hearing (1)   50 points (total)
     One mock legislative hearing worth 50 points.

Federal Policy Analysis (1)   30 points (total)
     One federal policy analysis worth 30 points.

Policy Proposal (2) – signature assignment   60 points (total)
     Two policy proposals worth 30 points each.

Attendance and Participation   80 points (total)

                                                   350 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES
Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT
In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY
The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS
Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.

3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
3 = Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice	2.Demonstrate critical thinking and problem-solving skills through a rights-based, anti-oppressive and anti-racist lens. 4.Describe how age, disability, social status, gender, race, ethnicity, sexual orientation and religion impact social welfare policy.		K, S, V, CAP
4 = Engage Practice-informed Research and Research-informed Practice	5. Demonstrate critical awareness of how historical-cultural context shapes public and private anti-poverty programs in the U. S.		K, CAP
5 = Engage in Policy Practice	1.Explain how personal and cultural values and ideology shape U.S. social welfare policy. 3.Describe formal and informal structures in the delivery of social services.		K, V, CAP

*Dimensions Key:
  K = Knowledge
  S = Skills
  V = Value
  CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS
References

Barnes, M., Bauer, L., Edelberg, W., Estep, S., Greenstein, R & Macklin, M. (2021, July 23). *The social insurance system in the US: Policies to protect workers and families.* The Brookings Institution.

Barusch, A.S. (2018). *Foundations of social policy: Social justice in human perspective.* (6th ed.). Boston, MA: Cengage Learning.

Desmond, M. (2023, March 9). *Why poverty persists in America.* New York Times.

DiNitto, D. M., & Johnson, D. H. (2016). *Social welfare politics and public policy.* (8th ed.). Boston, MA: Pearson Education, Inc.

DiNitto, D., & Johnson, D. (2021, October 29). *Social welfare policy: Overview.* Encyclopedia of Social Work.

Dunbar-Ortiz, R. (2019). *An indigenous people's history of the United States for young people.* Boston, MA: Beacon Press.

Jansson, B. S. (2019). *Social welfare policy and advocacy: Advancing social justice through eight policy sectors* (2nd ed). Los Angeles, CA: Sage Publications, Inc.

National Association of Social Workers (2018). *Social work speaks* (11th ed.). Washington, D.C.: NASW Press.

National Associations of Social Workers. (n.d.). *Social workers in Congress.*

Ortiz, P. (2018). *An African American and Latinx history of the United States.* Boston, MA: Beacon Press.

Paddock, C., Waters-Roman, D., & Borja, J. (2022, March 23). *Child welfare: History and policy.* Encyclopedia of Social Work.

Reisch, M. (2017). Why macro practice matters. *Human Service Organizations: Management, Leadership & Governance. 41*(1), 6-9.

Reisch, M. (2019). Lessons from social work's history for a tumultuous era. *Social Service Review*, *93*(4), 581-607.

Segal, E. A. (2020). *Social welfare policy and social programs: A values perspective.* (4th ed.). Boston, MA: Cengage Learning.

Thomhave, K. (2016). Why work for welfare doesn't work. *New America Weekly, 118.*

Walter-McCabe, H. (2021, December 22). *Health policy overview.* Encyclopedia of Social Work.

West, A., O'Gara, J., & Harder, J. (2015). Judges' perceptions of the Nebraska CASA program. *Child Adolescent Social Work Journal. 32,* 429-441.

Wright, K. C., Carr, K. A., & Akin, B. A. (2021). The whitewashing of social work history: How dismantling racism in social work education begins with an equitable history of the profession. *Advances in Social Work*, *21*(2/3), 274-297.

Classic References

Alexander, M. (2011). *The new Jim Crow: Mass incarceration in the age of colorblindness.* New York, NY: The New Press.

Dunbar-Ortiz, R. (2014). *An Indigenous peoples' history of the United States.* Boston, MA: Beacon Press.

De Palma, L., & Grant, L. (2014). Remembering our roots, reimagining our work: Social work practice in the 21st century.

Gordon, L. (1994). *Pittied but not entitled: Single mothers and the history of welfare, 1890-1935.* New York, NY: The Free Press.

Madden, V. (2014, September 22). Why poor students struggle. *The New York Times,* September 22, 2014, p. 25.

Skocpol, T. (1995). *Social policy in the United States.* Princeton, NJ: Princeton University Press.

Skocpol, T. (1992). State formation and social policy in the United States. *American Behavioral Scientist, 35*(4-5), 559-584.

Trattner, W. I. (1989). *From poor law to welfare state: A history of social welfare in America.* (6th ed.). New York, NY: The Free Press.

Journals

Encyclopedia Of Social Work.

Websites

NASW Foundation. (n.d.). Retrieved from https://www.naswfoundation.org/

Social Work Policy Institute. (2020). Retrieved from www.socialworkpolicy.org/

Influencing State Policy (ISP). (n.d.). Retrieved from http://www.statepolicy.org/index.html