

**UNIVERSITY OF NEW HAMPSHIRE  
COLLEGE OF HEALTH AND HUMAN SERVICES  
DEPARTMENT OF SOCIAL WORK/MSW PROGRAM  
(J-Term 2014)  
SW 926 (01): SOCIAL WELFARE POLICY II (Online)**

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### **COURSE DESCRIPTION**

This course is an extension of Social Welfare Policy I. Both courses view social welfare policy as the framework in which social work services are developed and delivered. That is, policies provide the context for direct practice. Social Welfare Policy II examines policy analysis as a process with underlying theory and methodology. This process emphasizes political advocacy in the pursuit of human rights, and social and economic justice. Topics considered include systems theory as well as the theories, concepts, and models of Adam Smith, Rousseau, Keynes, Marx, and Rawls. The course integrates policy and practice through student research and analysis of specific social problems and client populations relevant to the student's volunteer or work experience.

### **COURSE OBJECTIVES**

#### Knowledge Objectives

At the completion of the course, students should be able to:

- K1. Identify multiple theories of social and economic justice.
- K2. Recognize the global interconnections of poverty and oppression.
- K3. Identify specific policy analysis, communication, and advocacy techniques used in legislative, community, and organizational systems.
- K4. Describe the role of policy in service delivery and the role of practice in policy development. This includes the role of collaboration with colleagues and clients for effective policy action.

#### Value Objectives

At the completion of the course, students should develop an understanding and commitment to:

- V1. The ethical framework of the social work profession.

V2. The principles of social and economic justice.

V3. The importance of human diversity and human rights.

V4. The protection and well-being of populations including women, minorities of color, gay men and lesbian women, and those with disabilities.

V5. The value of evidence-based policy practice.

### Skills

By the end of the course, students should be able to:

S1. Systematically research, analyze, formulate, and advocate for social policies that advance social well-being and that promote the delivery of effective social work services.

S2. Actively express themselves in class discussion that critically examines a variety of social problems, policies, and services.

S3. Identify and thoroughly analyze a current social problem that threatens social and economic justice in relation to factors such as age, color, culture, disability, ethnicity, race, sex, gender identity, and sexual orientation.

S4. Develop and communicate a specific policy recommendation that promotes human rights and social justice in relation to the identified problem.

## **REQUIRED READINGS AND FILMS**

**Note: Just read assigned chapters in each book.**

Collier, P. (2007) *The bottom billion: Why the poorest countries are failing and what can be done about it*. New York: Oxford University Press. Chapters 1-5, 11.

Collins, G. (2009) *When everything changed: The amazing journey of American women from 1960 to the present*. New York: Little, Brown, and Company. Chapters 1-3, 5, 12.

Marx, J.D. (2004). *Social welfare: The American partnership*. Boston: Allyn & Bacon. Chapters 1, 11-16.

Thaler, R.H. & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, Wealth, & happiness*. New York: Penguin. Chapters 1-5, 9-10, 14, 16-18.

Required Films: Required film: *Inside job*. (2011). Sony Pictures Classics.

Required Films: Required film: *Wal-Mart: The high cost of low price*. (2005).

Note: Students are expected to purchase or borrow films and watch entire film at their convenience. Films can be purchased at Amazon, Barnes & Noble, Netflix, and iTunes.

### ASSIGNMENTS AND GRADING

1. Class Discussion: 10%
2. Book Reviews: 30%
3. Mini-papers (sections of Term-Paper): 30%
4. Term Paper: 30%

Grading Rubric for Written Paper Assignments:

<i>Grade</i>	<i>GPA</i>	
A 94-100 points	4.00	Near perfect understanding and performance in all content areas. Excellence of written communication in terms of addressing assignment expectations; conceptual clarity; grammar; use of examples and documentation from required course materials (readings, lectures, film, etc.); and overall organization, documentation, and presentation of writing.
A- 90-93 points	3.67	Approaches excellence in understanding and performance.
B+ 87-89 points	3.33	Demonstrates sound general understanding and performance. Lacks the precision associated with excellence, but is somewhat above the average expected of graduate students in this content area.
B 84-86 points	3.00	Competent work. Has adequate understanding and performance expected of graduate students in this content area.
B- 80-83 points	2.67	Approaches competence but has minor deficits in general understanding and performance in some areas. Performance is slightly below “average” expectations at the graduate level.
C+ 77-79 points	2.33	Problematic understanding and performance. While the student is not without knowledge in this content area, he/she lacks sufficient range of knowledge in this content area to enable him/her to use the information with an appropriate level of understanding.

C/F		Credit/Fail
IC Incomplete	0.00	Student did not complete work.

Note: The latest edition of the American Psychological Association Publication Manual should be used as a guide for formal academic papers.

Blackboard Discussion Grading Rubric:

	Problematic	Competent	Excellent
Promptness and frequency	Does not post; seldom posts.	All postings are done within specified time period.	Postings are consistently completed and done at times that allow for replies from others.
Grammar	Grammar is poor.	Grammar is generally sound in postings.	Proper grammar is consistently applied.
Relevance	Postings have no relevance on the topic or assignment.	All postings are pertinent to topic and assignment.	Postings are consistently connected to the topic and assignment and reflect excellence in understanding and preparation.
Expression & Organization of Ideas	Ideas and/or opinions are not organized.	Some postings convey clear ideas and opinions. Other postings are lacking in organization or original expression.	Contributions are clearly articulated; reflect understanding of topic, substantive insights and persuasive logic.
Building Community	Does not participate in learning community.	Regularly demonstrates initiative in adding to the dialogue and creating community.	Demonstrates consistent initiative in building community through discussion. Demonstrates 'listening' to peers and elevates the overall quality of the discussion.

### *Etiquette*

- Divergent opinions. Academic debate and differences are embraced in higher education and the forums in this course. Be mindful and respectful of how you articulate a difference or divergent opinion.
- ‘I agree’ statements. Unsubstantiated ‘I agree’ posts will not count to final participation grade without articulated rationale to support opinion.
- Off-topic postings. Discussions occasional veer off-topic. This is normal. These posts will not count and students are asked to stay on-topic.
- Long responses. Grades will be influenced by an ability to demonstrate an understanding of the topic or question and on one’s ability to be concise.

The U.N.H. grading system is as follows:

A = 4.0

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

F = 0.00

Graduate credit is normally granted only on courses completed with a grade of B- or higher.

Late papers will be penalized half a letter grade (for example, from an A to an A-) for each day they are late. Incompletes will be granted only for personal emergencies and must be completed before the end of the registration period of the subsequent semester.

### PLEASE NOTE:

If you have special learning needs or requirements, please discuss them with me as early as possible to arrange appropriate accommodation.

### Policy on Academic Integrity:

Each student is expected to follow the guidelines for academic integrity based on the University of New Hampshire's policies on Students' Rights, Rules & Responsibilities. These policies can be found at the following link:

<http://www.unh.edu/student/rights/>

### Online Library Guide for Social Work

There is an online library guide for this course. To access, follow this link:

<http://libraryguides.unh.edu/sw/>

## DESCRIPTION OF ASSIGNMENTS

### 1. Class Discussion

All students begin the semester with 10 percentage points for class participation. The instructor reserves the right to penalize final course grades by up to 10 percentage points based upon student level of class participation (watching online lectures, Discussion Board participation, comments that promote pertinent and informative class discussion, and treating others with respect). Please remember that poor class participation may reduce a final course grade of A to B or B to C.

To receive full credit you must write a response to the assignments listed in Course Units 3, 6, 7, 9, and 10 (see "Assignments Due in Course Schedule) and respond to at least two other students with appropriate comments. As discussed above, intolerance, rudeness, offensive language and comments are NOT tolerated. Any student who participates in such language may receive a failing grade and may be subject to further sanctions. Discussion boards will be open according to the following schedule:

Unit 3: Opens at 9am on December 27th, closes at 9pm on December 30th.

Unit 6: Opens at 9am on January 2nd, closes at 9pm on January 6<sup>th</sup>.

Unit 7: Opens at 9am on January 6th, closes at 9pm on January 8<sup>th</sup>.

Unit 9: Opens at 9am on January 8<sup>th</sup>, closes at 9pm on January 13<sup>th</sup>.

Unit 10: Opens at 9am on January 13<sup>th</sup>, closes at 9pm on January 15<sup>th</sup>

**Please note:** When participating in Discussion Board, make sure to always respond directly to the instructor's (i.e., my) original "thread" – even if you are making reference to another student's comments. This way all the comments can be viewed together and read all at once without having to navigate through multiple threads. In short, it makes the discussion easier to follow.

## 2. Book Reviews

Students will provide a critical review of the required books as scheduled in the Course Schedule. Each book review should address the specific question listed for that book. (See “Assignments Due” in Course Schedule) Each book review should be 3-5 pages (typed, double-spaced; e-mailed to Professor Marx). **Only read assigned chapters in each book!**

## 3. Term Paper: Policy Analysis

Students are required to research a selected social problem and to submit a comprehensive written policy analysis that includes a specific policy recommendation for the selected the social problem. The written paper must be 15-20 pages (plus reference list of 15-20 sources) and will include a problem definition and model, legislative history, past research, policy recommendation, advocacy strategy, stakeholder analysis, and implementation steps, respectively. (See Policy Analysis Term Paper Outline in back of syllabus)

## 4. Mini-Papers

There will be three mini-papers (3-5 pages). These papers are actually sections of the final policy analysis term paper and allow the instructor to provide feedback to students that can be then integrated into the final term paper. These papers will provide a feasibility study (including a key issue puzzle), problem/key issue model, and stakeholder analysis, respectively. As stated, the fourth paper (term paper) will integrate the three previous papers, providing a comprehensive policy analysis that includes a specific policy recommendation for the selected social problem. (See Mini-Paper Outlines in back of syllabus and sample papers on Blackboard Course Documents)

### **Need Technical Assistance?**

You can speak to a technical assistance person at 603-862-4242 Sunday-Thursday 10 a.m.-10 p.m.; Friday 10 a.m.- 5 p.m.; Saturday 10 a.m.-4 p.m. (Note: For best service, call before noon during the holiday week from Dec. 24-Jan. 1<sup>st</sup>.) In addition, students may fill out an online question form at <https://itsupport.unh.edu/onlinelearning/>. Responses to online questions are provided within one business day.

## COURSE SCHEDULE

**Module 1 Introduction & Course Overview:** In this first course unit, Professor Jerry Marx introduces himself and provides an overview of the course.

**Module 2 Theories & Concepts in Social Welfare:** Module 2 of the course explores various theoretical and conceptual frameworks for guiding policy practice and advocacy. Topics considered include systems theory as well as the theories, concepts, and models of Adam Smith, Rousseau, Keynes, Karl Marx.

### Required Readings:

Marx, Chapters 1, 11

Thaler, R.H. & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, Wealth, & happiness*. New York: Penguin. Chapters 1-5.

### Assignments Due (by Thursday December 26<sup>th</sup>):

**\*Students select term paper topics during this unit. Select a current social problem of interest to you and e-mail the topic to Professor Marx.**

### Recommended Readings:

Acemoglu, D. & Robinson, J.A. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. New York: Crown Publishers.

Fox, J. (2009). *The myth of the rational market: A history of risk, reward, and delusion on Wall Street*. New York: HarperBusiness.

Kingdon, J. (2010). *Agendas, alternatives, and public policies, Updated edition, with an epilogue on health care (2<sup>nd</sup> ed.)*. New York: Pearson Longman.

Sabatier, P. A. (2007). *Theories of the policy process, 2<sup>nd</sup> ed.* Boulder Colorado: Westview Press.

Sorkin, A. R. (2009). *Too big to fail*. New York: Viking Penguin.

Stone, D.A. (2011). *Policy paradox: The art of political decision making (3<sup>rd</sup> ed.)*. New York: W. W. Norton.

Theodoulou, S. Z. & Cahn, M. A. (2012). *Public policy: The essential readings, 2<sup>nd</sup> ed..*



Upper Saddle River, N.J.: Prentice Hall.

Recommended Film

*Hoop Dreams* (1994) (Subject: institutional racism, unemployment, substance abuse, teen pregnancy)

**Unit 3 Theories & Concepts in Social Welfare:** This unit explores various theoretical and conceptual frameworks for guiding policy practice and advocacy. Topics discussed include the rational policy planning model, the incremental policy planning model; the strengths perspective in policy analysis; collaboration and client involvement, and ethical considerations.

Required Reading:

Marx, Chapter 11.

Thaler, R.H. & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, Wealth, & happiness*. New York: Penguin. Chapters 8-10, 14, 16-18.

Assignments Due (by Monday December 30):

Book Review Due on *Nudge: Improving Decisions about Health, Wealth, & Happiness*. Specifically, what do the authors mean by “nudging” the public (provide several examples) and how can this make social welfare policies more “rational?” E-mail book review to Professor Marx, and using Discussion Board, tell the other students in the course what you liked or disliked about the book.

Recommended Readings:

Fox, J. (2009). *The myth of the rational market: A history of risk, Reward, And delusion on Wall Street*. New York: HarperBusiness.

Kingdon, J. (2010). *Agendas, alternatives, and public policies, Updated edition, with an epilogue on health care* (2<sup>nd</sup> ed.). New York: Pearson Longman.

Sabatier, P. A. (2007). *Theories of the policy process*, 2<sup>nd</sup> ed. Boulder Colorado: Westview Press.

Sorkin, A. R. (2009). *Too big to fail*. New York: Viking Penguin.

Stone, D.A. (2011). *Policy paradox: The art of political decision making* (3<sup>rd</sup> ed.). New York: W. W. Norton.

Theodoulou, S. Z. & Cahn, M. A. (2012). *Public policy: The essential readings*, 2<sup>nd</sup> ed.. Upper Saddle River, N.J.: Prentice Hall. See weekly scheduled chapter readings in this syllabus.

#### Recommended Film

*Streetwise* (1997) (Subject: homelessness, prostitution, drug abuse)

**Unit 4 Feasibility & Policy Analysis:** This course unit considers the preparation stage of social welfare policy analysis. Issues examined include feasibility studies, legislative histories, past research, change and the socio-political environment.

#### Required Reading:

Marx, Chapter 12.

#### Assignments Due (by Thursday January 2nd):

Mini-paper #1: See outline for this paper in back of your syllabus and sample papers provided in Blackboard Course Documents. (Note that student submitted policy puzzle as a separate document. Also see page 206 in Marx text for sample “Policy Puzzle”) Define your selected social problem, summarize key aspects (“issues”) of the problem; provide a summary of related legislation and research. In addition, using your computer software and the social problem you have selected, draw a policy puzzle depicting the key issues involved in the social problem. E-mail to Course Instructor before moving to Unit 5.

#### Recommended Film

*When the levees broke: A requiem in four act.* (2006). (Subject: homelessness, poverty, federal-state-local policy)

**Unit 5 Problem Conceptualization:** This unit examines the conceptualization of social problems. The theories, concepts, and models of Maslow, Darwin, and Erikson are considered. Issues considered include problem definition, causation, modelling, underlying values and assumptions, human rights, social and economic justice, diversity, and the inter-global connections of oppression.

Required Reading:

Marx, Chapter 13

Collier, P. (2007) *The bottom billion: Why the poorest countries are failing and what can be done about it*. New York: Oxford University Press. Chapters 1-5, 11.

Assignments Due (by Saturday January 4<sup>th</sup>)

Mini-paper: #2 (See outline for this paper in back of your syllabus and the sample paper provided in Course Documents.) Based on your review of research on your selected problem/key issue, summarize the major factors contributing to the problem/key issue. Next, using your computer software and the social problem/key issue you have selected, draw a model depicting the major factors contributing to the social problem/key issue. Finally, summarize your values in relation to the problem/key issue and describe any assumptions underlying your model. E-mail paper to Course Instructor before moving to Unit 6.

**Unit 6 Problem Conceptualization:** This unit of the course examines the conceptualization of social problems. Issues considered include problem definition, causation, modelling, underlying values and assumptions, human rights, social and economic justice, diversity, and the inter-global connections of oppression.

Required Documentary Film

Inside Job (2011) (Subject: globalization, unemployment, poverty)

Assignments Due (by Monday January 6<sup>th</sup>):

Using Discussion Board in the course Blackboard site, discuss how the documentary film illustrates some of the factors contributing to high unemployment and poverty.

**Unit 7 Social and Economic Justice:** The theories and concepts of Adam Smith, Karl Marx, and John Rawls are considered in terms of current social problems and the profession of social work.

Required Readings:

Marx, Chapters 14-16

Collier, P. (2007) *The bottom billion: Why the poorest countries are failing and what can be done about it*. New York: Oxford University Press. Chapters 1-5, 11.

Assignment Due (by Wednesday January 8<sup>th</sup>):

Book Review Due: Collier, P. (2007) *The bottom billion: Why the poorest countries are failing and what can be done about it*. Specifically, what factors contribute to the poverty of the world's poorest countries, and based on the author's "Agenda for Action," what policies would you recommend to better address this poverty? When done, e-mail your book review to Dr. Marx, and using Discussion Board, tell the other students in the course what you liked or disliked about the book.

**Unit 8: Social Welfare Policy Recommendations:** This unit discusses stakeholders, power and influence, populations at risk, political strategy, advocacy and empowerment, organizational parameters and implementation.

Required Readings:

Marx, Chapter 14-16

Assignments Due (Saturday January 11<sup>th</sup>):

Mini-paper #3: (See outline for this paper in back of your syllabus and the sample paper provided in Course Documents.) Based on your proposed policy recommendation (also called a "proposal"), identify the major stakeholders involved with your recommendation, their likely opinion on your recommendation and their respective power in passing or defeating your proposal. After, using your computer software and policy recommendation, draw a stakeholder model depicting the policy positions (support vs. oppose) and power of major stakeholders. E-mail paper to Course Instructor before moving to Unit 9.

**Unit 9: Social Welfare Policy Advocacy:** This course unit examines advocacy and empowerment, specific advocacy roles for social workers, agenda setting, policy "windows of opportunity," power and influence, oppression and discrimination, social and economic justice, collaboration and political strategy.

Required Readings:

Marx, 15-16.

Collins, G. (2009) *When Everything Changed: The Amazing Journey Of American Women From 1960 To The Present*. New York: Little, Brown, and Company, Chapters 1-3, 5, 12.

Assignments Due (by Monday January 13<sup>th</sup>):

Book Review Due on Collins, G. (2009) *When everything changed: The amazing journey of American women from 1960 to the present*. Specifically, how does the experience of U.S. women since 1960 illustrate effective advocacy and empowerment? E-mail book review to Professor Marx, and using Discussion Board, tell the other students in the course what you liked or disliked about the book.

Recommended Films

*She's Nobody's Baby* (Subject: oppression, human rights, social and economic justice, community organizing, and advocacy)

**Unit 10: Social Welfare Policy Advocacy** This section examines communication and public speaking, power and influence, oppression and discrimination, social and economic justice, collaboration and political strategy, advocacy and empowerment.

Required Documentary Film:

Wal-Mart: The High Cost of Low Price (2005) (Subject: globalization, unemployment, poverty)

Assignments Due (by Wednesday January 15<sup>th</sup>):

Using Discussion Board in the course Blackboard site, explain whether or not you feel WalMart is a “good” company or a “bad” company. Is advocacy needed? If so, what should be done?

**Unit 11: Final Social Welfare Policy Analysis Term Paper** Now it is time to complete your Policy Analysis Term Paper. (See outline for this paper in the back of your syllabus and the sample paper provided in Course Documents.) Fully describe your policy recommendation including target population and needs addressed, related policy goal, advocacy strategy for passing the recommendation (in a legislative setting, your recommendation would be contained in a “bill”), and the human and financial resources required to get this proposal passed. Finally, describe the organization(s) that would likely be responsible for implementing the new policy and conclude your analysis by estimating the probability of your policy being passed.

Assignment Due (by Friday January 17<sup>th</sup>):

**Final Term Paper should be e-mailed to Professor Marx by Friday January 17<sup>th</sup>.**

**Note: You will be e-mailed a link and instructions for evaluating the course.**

### **Social Welfare-related Websites**

Administration on Aging <http://www.aoa.gov/>

Bureau of Labor Statistics [www.bls.gov](http://www.bls.gov)

Census Bureau [www.census.gov](http://www.census.gov)

Child Welfare League of America [www.cwla.org](http://www.cwla.org)

Children's Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org)

Council in Social Work Education [www.cswe.org](http://www.cswe.org)

House [www.house.gov](http://www.house.gov)

International Federation of Social Workers <http://www.ifsw.org/>

Library of Congress Government page [www.loc.thomas.gov](http://www.loc.thomas.gov)

Maine Government [www.me.gov](http://www.me.gov).

Massachusetts Government [www.mass.gov](http://www.mass.gov)

National Association of Social Workers: [www.naswdc.org](http://www.naswdc.org)

National Council on Aging <http://www.ncoa.org/>

National Criminal Justice Reference Center <http://www.ncjrs.org/>

National Institute on Aging <http://www.nia.nih.gov/>

National Institute of Mental Health [www.nimh.gov](http://www.nimh.gov)

National Mental Health Association <http://www.nmha.org/>

New Hampshire Government [www.nh.gov](http://www.nh.gov).

NPAction <http://wwtest.npaction.org/>

Senate [www.senate.gov](http://www.senate.gov)

SAMHSA National Mental Health Info Center <http://www.mentalhealth.org/>

Social Security Administration <http://www.ssa.gov>

Social Work History Website <http://www.idbsu.edu/socwork/dhuff/XX.htm>

The History Channel [www.historychannel.com](http://www.historychannel.com)

Web Resources for Social Workers <http://www.nyu.edu/socialwork/wwwrsw/>

White House [www.whitehouse.gov](http://www.whitehouse.gov)

### Social Welfare Bibliography

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- Heilbroner, N. & Thurow, L. (1998). *Economics explained: Everything you need to know about how the economy works and where it's going*. New York: Touchstone.
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### **Outline for Mini-Paper #1**

#### **Feasibility Study**

##### **Subheadings:**

##### I. Problem Definition

A. Key Policy Issue and Figure #1: Policy Puzzle

B. Brief Legislative History of Problem/Key Policy Issue

C. Past Research on Problem/Key Policy Issue

### **Outline for Mini-Paper #2**

#### **Problem/Key Issue Model**

##### **Subheadings:**

1. Major contributing factors to Problem/Key issue

2. Figure #2: Model of Problem/Key Issue

3. Values underlying model

4. Assumptions underlying model

### **Outline for Mini-Paper #3**

#### **Stakeholder Analysis**

##### **Subheadings:**

1. Identify major stakeholders: Decision maker vs. Special Interest Groups

2. Stakeholder opinion and power assessment

3. Figure #3: Stakeholder model

## **SW926 Policy Analysis Term Paper Outline**

### **I. Problem Definition**

A. Key Policy Issue and Policy Puzzle Model (Figure #1)

B. Legislative History of Key Policy Issue

C. Past Research on Key Policy Issue

D. Problem/Key Issue Model

1. Major contributing factors

2. Model (Figure #2)

3. Values underlying model

4. Assumptions underlying model

### **II. Recommendation**

A. Description of Policy Recommendation

1. Target population and needs addressed

2. Policy goals

3. Advocacy strategy

4. Human resources: Coalition, Advocacy Campaign Staffing

5. Financial resources: Total campaign costs, Funding sources

B. Stakeholder Analysis

1. Identify major stakeholders: Decision maker vs. Special Interest Groups

2. Stakeholder opinion and power assessment

3. Stakeholder model (Figure #3)

C. Organizational Analysis

1. Describe organization(s) responsible for implementation of recommendation

a. Authority: sanctions or other policy mechanisms (if needed)

b. Capability: personnel, building and equipment

c. Commitment

### **III. Conclusion: probability of passage**

### **IV. Reference List**

