

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK AND SOCIAL ECOLOGY
SOWK 515 Social Policy I
Fall Quarter 2006-2007

| Section: | Instructor: | Contact Info: | Units: | Lecture: | Room: |
|-----------------|--------------------|--|---------------|---------------------------|--------------|
| 1 | Rhoda Smith, MSW | 951-817-0883 rlsmith@llu.edu | 3 | Thursday, 9:00-11:50am | TBA |

TEXTBOOKS

Trattner, W. (1998). *From poor law to welfare state: A history of social welfare in America*. New York: The Free Press.

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS:

Herman, D. (1997). *The antigay agenda*. Chicago: University of Chicago Press.

Reisch, M., & Gambrill, E. (Eds.). (1997). *Social work in the 21st century*. Thousand Oaks, CA: Sage.

Watkins, T. R., & Callicutt, J. W. (Ed.s). (1997). *Mental health policy and practice today*. Thousand Oaks, CA: Sage.

COURSE CONTEXT AND DESCRIPTION

Social Policy I (SOWK 515) is designed to develop students' knowledge and understanding of the origin, structure and change processes inherent in the American-Social welfare system. In this way, *Social Policy I (SOWK 515)* provides students with a functional understanding of social work as a profession, its historical origins, and how it has evolved to its current form and function, including emphasis on its philosophies and values. A particular focus of this course is the problem of inequalities and inequities in the distribution of social resources through historical contemporary programs and policies.

COURSE GOALS

- To provide knowledge and understanding of the historical and present day forces that have shaped society through socio-political-economic systems;
- To provide an understanding of the development of organized methods of meeting basic human needs from a historical perspective as affected by the changing attitudes toward the care of people in distress over time; and
- To provide an understanding of the heritage, values and ethics of the social work profession and its role in promoting social policies and programs which advanced social justice.

COURSE OBJECTIVES

- To review the political, economic, social, intellectual, and religious forces that have contributed to the emergence and maintenance of social problems in the United States;
- To review historical development of the philosophies and values shaping our contemporary social welfare system and policies;
- To expose students to the breadth of the social welfare institution as it has evolved from historical times to

the present day;

- To analyze the specific institutional behaviors that have been directed toward various populations which reflect the impact and maintenance of racism, oppression, and other social problems on minorities, women, and special populations;
- To identify and discuss the values that have been influenced in policy responses to institutional racism, oppression, and other social problems; and
- To review the development of the social work profession; its knowledge base, values and ethics, and the consequent effect on practice methods with individuals, families, groups, organizations and communities, as well as its mission to regard human diversity, promote social and economic justice, and address the needs of populations-at-risk.

STUDENT EDUCATIONAL OUTCOMES

- Students will demonstrate through examinations, a research paper, and class discussion an understanding of the political, economic, social, intellectual, and religious forces that have contributed to the emergence and maintenance of social problems in the United States;
- Students will demonstrate through examinations knowledge of the historical development and progress of social welfare from its foundations to contemporary times;
- Students will demonstrate through examinations and class discussion knowledge of the scope of poverty and inequality and examine various attempts of social work intervention throughout history;
- Students will demonstrate through examinations and a research paper an ability to analyze the specific institutional behaviors that have been directed toward various populations which reflect the impact and maintenance of racism, oppression, and other social problems on minorities, women, and special populations;
- Students will demonstrate through examinations, a research paper, and class participation the ability to identify and discuss the values that have influenced policy responses to institutional racism, oppression, and other social problems;
- Students will demonstrate through examinations, a research paper, and class discussion an understanding of the philosophy and values of social welfare and how these have influenced the development of social policies;
- Students will demonstrate through class discussion the ability to identify the nature of society's commitment to social welfare programs;
- Students will demonstrate through examinations and a research paper an understanding of the historical growth and professionalism of social work.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

Teaching methods for this course will be a combination of lecture, discussion, guest speakers, and independent student research.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions,

and examinations. *Required readings are located in the course text books, through the LLU Del Webb Library's Catalog (via electronic access), EBSCO database full-text systems, or class handouts.*

Recommended Readings: Recommended readings refer to the text and journal materials used to supplement course lectures, discussions, and student research. Examination and quiz questions are not taken from recommended readings. *Recommended readings are available through the library in on-site journal holdings unless identified as reserved.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin at 10 minutes after the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or re-entry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Term Paper: The objective of the term paper is to identify and critically discuss the influence an individual or group of individuals has had and/or continues to have on a specific social welfare and/or social work system or institution.

- I. The student will identify an individual or group of individuals from history or present day who have had or are having a significant influence in a specific social welfare system or institution. By **week 4** the student will submit a one page proposal which identifies the person or group of interest, a brief description of the system the person or group has influenced and/or continues to influence and the person's or group's impact on that system. The instructor will review the proposal and approve or suggest alternatives to the student within two weeks.
- II. On **week 8** the student will submit an **ten page** paper which includes:
 - a. The name and personal or group characteristics of the individual or group of interest
 - b. Information regarding the institution the individual or group influenced
 - c. Information regarding the historical period in which the individual lived
 - d. The impact the individual or group made on the institution during the identified period
 - e. The continued influence of the individual or group on the specific institution or welfare system.
- III. It is important that the term paper includes a literature search, critical thinking in the integration of the findings and APA referencing.

Examinations: There are two examinations in this course. Test formats may make use of primarily essay questions. Test questions will be taken from both lecture material and required readings.

GRADING

The course requirements add up to 100%. The breakdown is as follows:

| | |
|---------------------|------|
| Midterm Examination | 25% |
| Final Examination | 35% |
| Term Paper | 30% |
| Term Paper Proposal | 10% |
| <hr/> | |
| TOTALS | 100% |

| Letter Grade* | Assigned value for calculation of grade point averages. |
|---------------|---|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| F | 0.0 |

*Faculty members may choose to incorporate a + or - 1% tolerance range in the above grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation. Faculty members also reserve the right to make adjustments in assignment weights so as to benefit the grade distribution for students.

**Disclaimer: The attendance policy used in the MSW, Case Management and other department programs is currently under review.

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

Applicability: All Students (LLU Students in all schools/programs & Non-LLU Students)

Purpose: To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.

Scope: PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only

be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

| <i>List of Patient Identifiers</i> | |
|---|---|
| Names | Health plan beneficiary numbers |
| Addresses (geographic subdivisions smaller than a state) | Account numbers |
| Zip codes | Certificate/License Numbers |
| All elements of dates (except year) (e.g. birth/death; admission/discharge) | Vehicle identifiers/Serial numbers (e.g., driver's license numbers) |
| All ages over 89 and all elements of dates (including year) | Device identifiers |
| Telephone Numbers | Web Universal Resource Locators (URLs) |
| Fax Numbers | Internet Protocol (IP) address numbers |
| Email addresses | Biometric identifiers, including voice and finger prints |
| Social security numbers | Full face photographic images and any comparable images |
| Medical record numbers | Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies) |

**SOWK 515 Social Policy I
COURSE SCHEDULE**

WEEK ONE-September 28, 2006

LECTURE TOPICS:

- I. Orientation to Course and Social Welfare
- II. Social Work as a Profession
 - a. Value base
 - b. Knowledge base
- III. Social Welfare in Ancient Times
 - a. Judeo-Christian: Old and New Testament
 - b. Retributive vs. distributive justice
 - c. Greco-Roman society

READINGS/ASSIGNMENTS (*REQUIRED*):

Trattner, W. (1998). *From poor laws to welfare state: A history of social welfare in America*. New York: The Free Press.

Chapter 1 The background, pp. 1-14.

Manning, S. (1997). The social worker as moral citizen. *Social Work*, 42 (3), 223-230.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

WEEK TWO- October 5,2006

LECTURE TOPICS:

- I. Social Values and Social Welfare: Philosophical and Theoretical Underpinnings
 - a. Capitalist Puritan
 - b. Democratic
 - c. Social work ethics: Comparison of societal values

READINGS/ASSIGNMENTS (*REQUIRED*):

Frey, D. (1998). Individualist economic values and self-interest: The problem in the Puritan ethic. *Journal of Business Ethics*, 17 (14), 1573-1580.

Available online through Del Webb Library catalog (Access electronic version via KluwerOnline)

Latting, J. (1995). Postmodern feminist theory and social work: A deconstruction. *Social Work*, 40 (6), 831-833.

Available online through: <http://webbline.illu.edu> (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Brooks, D. & Webster, D. (1999). Child Welfare in the United States: policy, practice, and innovations in service delivery. *International Journal of Social Welfare*, 8, 297-307.

Morales, A.T., & Sheafor, B.W. (1992). Social work: A comprehensive helping profession. In *Social work:*

A profession of many faces (6th ed., pp. 31-51). Boston, MA: Allyn & Bacon.

WEEK THREE-October 12, 2006

LECTURE TOPICS:

- I. Historical Influences on Social Welfare
- II. Religious response to the poor
 - a. Early Christians: survival through mutual aid
 - b. Monasteries: formal system of charity
- III. Secular response to the poor
 - a. Feudalism
 - b. Elizabethan Poor Law of 1601 and other statutes: precursor to the American social welfare system

READINGS/ASSIGNMENTS (*REQUIRED*):

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

Chapter 1 Columbus, the Indians and human progress, pp. 1-22.

Chapter 2 Drawing the color line, pp. 23-38.

Persky, J. (1997). Classical family values: Ending the poor laws as they knew them. *Journal of Economic Perspectives*, 11 (1), 179-190.

Available online through: <http://webbline.illu.edu> (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Pardeck, J., Murphy, J., & Choi, J. M. (1994). Some implications of postmodernism for social work practice. *Social Work*, 39 (4), 343-346.

Available online through: <http://webbline.illu.edu> (Academic Search Elite, EBSCO)

WEEK FOUR-October 19, 2006

LECTURE TOPICS:

- I. Poor Law Applied in Colonial America: Public Social Services
 - a. Customs and life systems of colonial living: Capitalist Puritan Model
 - b. Colonial administration of government
 - c. Elizabethan legislation of apprenticeship
 - d. Rehabilitation and prevention in social welfare
 - e. Influence of Old World background in social legislation
- II. The Oppression of Special Populations
 - a. The intimately, socially, and economically oppressed
 - b. Insanity and dependency
 - c. Minorities of color

DUE TODAY: Term Paper Proposal

READINGS/ASSIGNMENTS (REQUIRED):

Trattner, W. (1998). *From poor law to welfare state: A history of social welfare in America*. New York: The Free Press.

Chapter 2 Colonial America, pp. 15-29.

Chapter 3 The era of the American revolution, pp. 30-46.

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

Chapter 6 The intimately oppressed, pp. 103-124.

Edwards, J. (1741, 1999). Sinners in the hands of an angry God. In M. Warner (Ed.), *American sermons* (pp. 347-364). Washington, D.C.: Library of America.

WEEK FIVE-October 26, 2006

LECTURE TOPICS:

- I. The Era of the American Revolution: Private Social Services
 - a. Private philanthropy: New ideas concerning poverty and dependence
 - b. The Great Awakening, a mass movement
 - c. Social reform and humanism

- II. Trends Toward Indoor Relief: Social Institutionalization
 - a. Influence of classical economist and the laissez-faire philosophy
 - b. Social Darwinism

MIDTERM EXAMINATION

READINGS/ASSIGNMENTS (REQUIRED):

Trattner, W. (1998). *From poor law to welfare state: A history of social welfare in America*. New York: The Free Press.

Chapter 4 The trend toward indoor relief, pp. 47-76.

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

Chapter 7 As long as grass grows or water runs, pp. 125-148.

Alexander, E. (1996). Passage. In *Body of life*, pp. 2-23. Chicago, IL: Tia Chucha Press.

WEEK SIX-November 2, 2006

LECTURE TOPICS:

- I. Overview of Post-Civil War Era

- II. Child Welfare

- a. New systems and programs
 - i. mother's/widow's pensions--women's social movement
 - ii. compulsory school attendance laws
 - iii. child labor law
- b. Children's Aid Society
 - i. oppositions and problems
 - ii. boarding out systems

III. New Medical Perspectives

- a. Ecological discoveries
- b. Increasing treatment compliance

READINGS/ASSIGNMENTS (*REQUIRED*):

Trattner, W. (1998). *From poor law to welfare state: A history of social welfare in America*. New York: The Free Press.

Chapter 5 The civil war and after-scientific charity, pp. 77-107.

Chapter 6 Child welfare, pp. 108-139.

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

Chapter 9 Slavery without submission, emancipation without freedom, pp. 171-210.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). Mental health, substance abuse, and developmental disabilities. In *Social work and social welfare: An introduction* (6th ed., pp. 107-140). St. Paul, MN: West.

McMullin, T.A. (1991). Overseeing the poor: Industrialization and public relief in New Bedford, 1865-1900. *Social Service Review*, 65 (4), 548-563.

WEEK SEVEN-November 9, 2006

LECTURE TOPICS:

- I. Public health movement: State institutions and public hospitals
 - a. Values and attitude towards causation of disease
 - b. Crusade for good health
- II. Settlement House Movement: Social Group/Work Community Organization
 - a. Social and economic reform
 - b. Jane Addams: Emphasis on bringing rich and poor together
 - c. Impact of urban industrialization
- III. Emergence of Social Work as a Profession: The Quest for Professionalism
 - a. Charity workers to professional organization
 - b. Professional organization
 - c. Methods of practice
 - d. Development of juvenile justice

READINGS/ASSIGNMENTS (*REQUIRED*):

Trattner, W. (1998). *From poor law to welfare state: A history of social welfare in America*. New York: The

Free Press.

Chapter 8 The settlement house movement, pp. 163-191.

Chapter 9 The mental health movement, pp. 192-213.

Chapter 12 Social work and welfare in the 1920s, pp. 253-272.

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

Chapter 11 Robber barons and rebels, pp. 253-296.

Chapter 19 Surprises, pp. 503-540

Abrams, L., & Curran, L. (2000). Wayward girl and virtuous women: Social workers and female juvenile delinquency in the progressive era. *Affilia*, 15 (1), 49-65.

Available online through: <http://webbline.illu.edu> (Academic Search Elite, EBSCO)

Carlton-Laney, I. (1999). African American social work pioneers' response to need. *Social Work*, 44 (4), 311-322.

Available online through: <http://webbline.illu.edu> (Academic Search Elite, EBSCO)

Hiersteiner, C., & Peterson, K. (1999). Crafting a usable past: The care-centered practice narrative in social work. *Affilia*, 14 (2), 144-162.

Available online through Del Webb Library catalog (Access electronic version via HighWire)

READINGS/ASSIGNMENTS (RECOMMENDED):

Lundblad, K. (1995). Jane Addams and social reform: A role model for the 1990s. *Social Work*, 40 (5), 661-669.

Neighbors, H.W., & Jacson, J.S. (Eds.). (1996). Mental health in Black America: Psycho social problems and help-seeking behavior. In *Mental health in Black America* (pp. 1-13). Thousand Oaks, CA: Sage.

Parker, J. K. (1994). Women at the helm: Succession politics at the children's bureau, 1912-1968. *Social Work*, 39 (5), 551-559.

WEEK EIGHT-November 16, 2006

LECTURE TOPICS:

- I. Social Work in the 1920s
 - a. Personalized approach to social work
 - b. Beginnings of psychology and psychotherapy
 - c. Mary Richmond: Sociological vs. Psychoanalytical
 - d. Influence of World War I in casework
 - e. Shift from social environment to the individual emotional environment
- II. Great Depression and New Deal
- III. Social Security Act of 1935
 - a. Old age insurance
 - b. Unemployment insurance
 - c. Aid to dependent children
 - d. Amendments to the Social Security Act

READINGS/ASSIGNMENTS (*REQUIRED*):

Trattner, W. (1998). *From poor law to welfare state: A history of social welfare in America* New York: The Free Press.

- Chapter 13 Depression and the new deal, pp. 273-303.**
- Chapter 14 From world war to great society, pp. 304-336.**
- Chapter 15 A transitional era, pp. 336-361.**

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

- Chapter 15 Self help in hard times, pp. 377-406.**
- Chapter 16 A people's war?, pp. 407-442.**

Zelizer, J. (2000). The forgotten legacy of the New Deal: Fiscal conservatism and the Roosevelt administration, 1933-1938. *Presidential Studies Quarterly*, 30 (2), 331-359.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Ellison, C., & London, B. (1992). The social and political participation of Black Americans: Compensatory and ethnic community perspectives revisited. *Social Forces*, 70 (3), 681-701.

Harer, M. O., & Steffensmeier, D. (1992). The differing effects of economic inequality on black and white rates of violence. *Social Forces*, 70 (4), 1035-1054.

Stuart, P. H. (1992). The Kingsley House extension program: Racial segregation in a 1940s settlement program. *Social Service Review*, 66 (1), 112-120.

WEEK NINE-November 23, 2005 “Happy Thanksgiving”

WEEK TEN-November 30, 2006

LECTURE TOPICS:

- I. Post-War Decade: Anti-Poverty Programs
 - a. War on poverty
 - i. Economic Opportunity Act
 - ii. Office of Economic Opportunity
 - iii. Change in ideology and response to the needy
 - b. Social work trend of community reorganization
- II. Civil Rights Movements
 - a. Black militancy
 - b. Mexican-American and poverty
 - c. Native American militancy
 - d. Ramifications of civil rights movement: Women’s and gay and lesbian rights
 - e. Vietnam War: Anti-war movement
- III. Review for final exam

READINGS/ASSIGNMENTS: (*REQUIRED*):

Trattner, W. (1998). *From poor laws to welfare state: A history of social welfare in America*. New York: The Free Press.

Chapter 17 Looking forward-or backward?, pp. 388-402.

Mayadas, N., & Elliott, D. (1997). Lessons from international social work: Policies and practices. In M. Reisch & E. Gambrill (Eds.), In *Social work in the 21st century* (pp. 175-185). Thousand Oaks, CA: Sage.

Rose, N. (2000). Community, citizenship, and the third way. *American Behavioral Scientist*, 43 (9), 1395-1412.

READINGS/ASSIGNMENTS: (*RECOMMENDED*):

Sorensen, E. (1997). When should immigrants receive public benefits? In I. V. Sawhill (Ed.), *Welfare reform: An analysis of the issues* [on-line].

Available: www.urban.org/welfare/overview.htm.

Sonestein, F. L. (1997). Teenage child bearing: The trends and their implications. In I. V. Sawhill (Ed.), *Welfare reform: An analysis of the issues*.

Available online through: <http://webblines.llu.edu> (Academic Search Elite, EBSCO)

WEEK ELEVEN-December 7, 2006

LECTURE TOPICS:

I. FINAL EXAMINATION

SOWK 515 Social Policy I
REFERENCE LIST AND SUGGESTED READINGS

- Acs, G. (1997). Do welfare benefits promote out-of-wedlock child bearing? In I. V. Sawhill (Ed.), *Welfare reform: An analysis of the issues* [on-line]. Available: www.urban.org/welfare/overview.htm.
- Allen-Meares, P., & Roberts, E. (1995). Public assistance as family policy: Closing off options for poor families. *Social Work, 40* (4), 559-565.
- Baumohl, J. (1992). Addiction and the American debate about homelessness. *British Journal of Addiction, 87* (1), 7.
- Bernstein, A. (1995). In D. Cole (Ed.), Inequality: How the gap between rich and poor hurts the economy. In *Annual editions: Economics 95/96* (pp. 78-82). Guilford, CN: The Dushking Publishing Group.
- Braithwaite, R., & Taylor, S. (Eds.). (1992). *Health issues in the black community*. San Francisco, CA: Jossey-Bass, Inc.
- Curry, G., & Thomas, R. (1992). Community organization and gang policy response. *Journal of Quantitative Criminology, 8* (4), 357.
- Dolgoff, R., & Feldstein, D. (1992). *Understanding social welfare*. New York, NY: Longman Publishing Inc.
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