



**University of Central Florida  
School of Social Work**

**SOW 5235-001& 0M80 – Social Welfare Policy and Services**

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**Instructor: Stanley Ramos, MSW**  
**Office Phone: (407) 823-5428**  
**Office Location: HPA I 204**  
**Office Hours: By Appointment**  
**Email: esramos@mail.ucf.edu**

**Term: Fall 2008**  
**Class Day: Thursday**  
**Meeting Time: 10:30 – 1:20 pm**  
**Class Location: HPA 0246**  
**Credit Hours: 3**

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### **COURSE DESCRIPTION**

Social welfare is a complex, controversial, and intriguing system misunderstood by the body politic. This course, SOW 5235, explores the nature of social welfare, its policies, programs, and services. Additionally, the focus includes how the social welfare system impacts, directly and indirectly, clients, services providers, and the community at-large.

In order for the class to be a successful learning experience, all must become an active participant in the classroom process. In this investment, our beliefs will be challenged as we search for what is just - the goal of the academic community is to stretch the human intellect, stimulate creativity, and be exposed to and develop an appreciation for diversity.

The Council on Social Work Education's "Curriculum Policy" for educational programs provides direction for policy courses. The Council writes that "students are expected to develop skills in the use and application of scientific knowledge as it applies to the analysis and development of social welfare policies and services. They should know the structure of service programs and the history of the organized profession and other social welfare institutions. Social work students should also gain an understanding of the political process and the means to further the achievement of social work goals and purposes."

### **COURSE LEARNING OBJECTIVES**

By the end of the semester, when given the opportunity, the student will:

1. Conceptually define social welfare, social services, and social work; further, the student will identify and discuss the differences between these areas and the extent of their interaction.
2. Identify and discuss how policy contributes to and is influenced by social functioning; social stress; social support; empowerment; and, shared responsibility.
3. Identify a model for policy analysis and demonstrate its application to a current social program and social issue.
4. Identify various institutional and residual functions of social welfare as a societal institution.
5. Identify significant historical events in the evolution of American social welfare; additionally, the student will identify philosophical themes and behavioral patterns in American social welfare history with particular focus on selected vulnerable population groups.
6. Identify the relevance of social policy in the delivery of public and private services.

7. Identify necessary social work practice skills and theory required for effective participation in the political process.
8. Identify the role of values and ethics in the formulation and implementation of social policy.
9. Identify policy strategies that promote economic and social justice in particular for women, African-Americans, Gays and Lesbians, and Hispanics.
10. Continue the development of the use-of-self in the social work process.

## LEARNING METHODS

Class structure will be built around lecture and student participation. Students are expected to complete the readings prior to the class and participate through discussion and interaction with the instructor and the other students in the class. Students are expected to create discussion based on critical thinking skills and project the values and ethics of social work education. Critical to this class will be the student's ability to perform based on research and writing.

## REQUIRED TEXTS

**Jansson, Bruce (2009) "Reluctant Welfare State:"**  
**(5TH EDITION) THOMSON, BROOKS/COLE PUBLISHERS CALIFORNIA**

Readings associated with local, state and national social welfare problem and policy solution essays will be selected by the student from research based journal articles.

## LIBRARY RESOURCES

**Students will be expected to utilize UCF library resources to search library databases for required readings.** The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsen

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students



responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

### **Classroom Decorum**

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

### **Attendance and Participation**

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

**Attendance during Finals Week:** It is university policy that all classes **MUST** meet for either a final exam or a class session.

### **Written Assignments**

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

### **Late Assignments**

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox*. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor*. No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

### **Incomplete Grades**

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

### **Academic Integrity/Plagiarism**

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

### **Turnitin.com**

- The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

### **Disability Access Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **THE UCF CREED**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity:** I will practice and defend academic and personal honesty.

- Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
- Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
- Creativity:** I will use my talents to enrich the human experience.
- Excellence:** I will strive toward the highest standards of performance in any endeavor I undertake.

## **COURSE OUTLINE & SCHEDULE**

### **Session 1 August 27**

#### **Introduction to Social Work and Policy Practice**

**Students will be introduced to the course and all assignment and expectations will be discussed. Class projects will be discussed in depth and research expectations will be reviewed.**

### **Session 2 September 3 America – The Reluctant Welfare State**

**Students will review historical facts that have influenced how the poor and out-groups are viewed in our society. Religious values and far right political thought will be discussed in this class session.**

- **Republicans and Democrats – Conservatism vs. Liberalism**
- **From Poor Laws to American Social Welfare**
- **Modern Puritanism – Far Right Christianity**
- **Rawl’s “Theory of Justice”**

**Readings: Jansson, Chapter 1, 2, and 13**

### **Session 3 September 17 Policy Analysis**

**Students will begin to develop a foundation to help assist with policy analysis as it pertains to the values and ethics of professional social work practice. This section will help students to prepare for research in the areas of policy practice and policy advocacy.**

- **Contextual Factors in Social Policy**
- **Ethical and Political Reasoning in Social Policy**
- **Philosophy and the creation of social policy.**

**Readings: Jansson , Chapter 14**

### **Session 4 September 24**

#### **In UCF Library**

**Strategies in Social Welfare Policy Analysis: Policy as Process, Product a and Performance  
Policy Research – Guide to Government Documents, UCF Federal Documents Depository,  
THOMAS – Legislative Information on the Internet**

### **Session 5 October 1 Henry and Elizabeth – Architects of American Social Welfare**

**Students will review the formation of the Poor Laws in England and how they influenced the American Colonies in early American History. The Puritan faith and its view towards the poor played a central role on how the paradigm for social welfare was shaped.**

- Henry VIII and the Church of England
- Elizabethan Poor Laws of 1601
- Calvinism and Social Constructs
- Colonial Social Welfare

**Readings:** , Jansson Chapter 3

**Session 6      October 8                      Defining Poverty**

Students will review various views and definitions to poverty. How one defines poverty and how culture and economics plays a role will be reviewed. The culture of poverty (not related to ethnicity or race) will be discussed.

- Manifest Destiny and American political exploitation.
- Herbert Spencer and Social Darwinism
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**Readings:**      Jansson, Chapters 4

**Session 7      October 15      The Progressive Era**

Students will learn about social work Pioneers and how they helped to shape a culture of operation that lead to social reform in the United States.

- Social Work Pioneers
- Settlement House Movement
- Chicago Reform: Lessons from a man called Graham Taylor
- Socialist Workers?

**Readings, Jansson, Chapters 5 and 6**

**Session 8      October 22      The New Deal Era and the Social Security Act of 1935**

This section will review the historical foundation of Institutional Social Welfare and the differences between this school of thought and the traditional “Residual Perspective” for social policy. The Social Security Act of 1935 will be reviewed and student will learn of the vital components in this act.

- The Stock Market Crash
- The Great Depression
- The New Deal Programs
- Evolution of the Reluctant Welfare Stage

**Readings: Jansson , Chapter 7**

**Session 9      October 29      Era of Social Change**

Students will review the historical developments of social programs developed during the 60’s and the foundations of social service delivery. Emphasis will be given to “poverty” and it’s impact on American Society. Also central to this area will be the development of Civil Rights and the non-violent movements in American history.

- JFK
- Johnson’s War on Poverty
- Dr. Marin Luther King and the Non-Violence Movement
- Cesar Chavez and the Farm Workers Union

- **Civil Rights**

## **Jansson Chapters 8 and 9**

### **Session 10      November 5      The Rebirth of American Conservatism – Religion and Politics**

The Reagan Era and the rise of Fiscal Conservatism will be reviewed in the section. Students will learn of the changed social programs that reflected in this era. Of particular importance will be the reversal of “Affirmative Action” and the elimination of social and economic justice for people of color. Students will also begin to review the importance of critical thinking for social work students in the areas of justice as defined by the profession.

- **Conservative Politics**
- **McKinney Homeless Assistance Act**
- **Americans with Disabilities Act**
- **Reverse Discrimination???**

**Readings: Jansson, Chapter 10**

### **Session 11      November 12      Redefining Welfare: Understanding the Queer Nation in Social Work Justice**

Students will be given an in-depth analysis of the Personal Responsibility and Work Opportunities Act. Students will review the reasons why welfare was reformed. In addition, “blaming the victim” will be reviewed and how our clients are impacted by policy makers will be visited.

- **Clinton and a new form of “Liberalism”**
- **“Don’t Ask – Don’t Tell” Policy**
- **Welfare Policy Devolution**
- **GLBT and the New Civil Rights Front**

**Reading: Jansson , Chapter 11**

### **Session 12      November 19      The Revival of Conservatism: George W. Bush**

Students will review the War on Terror and its impact on the populations that we serve. Students will look at how 911 has redefined our social welfare system and how events such as “Katrina” have influenced the “pendulum” swing of American based policy.

- **No Child Left Behind**
- **911 and the War on Terror**
- **Fundamentalism and Politics**
- **Poverty and Economic Inequality**

**Reading: Jansson, Chapter12**

### **Session 13      November 26      Thanksgiving Holiday**

**Session 14 – Final Paper Due**

**December 3**

### BIBLIOGRAPHY

- Day, Susan (2003) "A New History of Social Welfare" (4<sup>th</sup> Edition) Boston. Allyn and Bacon Press
- DiNitto, Diana (2007) "Social Welfare: Politics and Public Policy" (6<sup>th</sup> Edition) Boston. Allyn and Bacon
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(December, 1970)
- Haynes, Karen and Mickelson, James (2006) "Affecting Change: Social Workers in the Political Arena"  
(6<sup>th</sup> Edition) Boston. Allyn and Bacon
- Hernstein, Richard and Murray, Charles (1994) "The Bell Curve: Intelligence and Class Structure in  
American Life" New York. The Free Press
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Edition) New York. The Free Press
- Wilson, Carter (2006) "Public Policy – Continuity and Change" Boston. McGraw Hill