

*School of Social Work*  
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University of Iowa  
Salome Raheim, Director

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## **COURSE OUTLINE - Fall 2002**

### **I. Course, Title and Number**

**SOCIAL WELFARE POLICY AND PRACTICE 42:143: EXS**

(3 s.h., letter graded)

### **II. COURSE DESCRIPTION:**

This course is designed to provide students with the knowledge and skills needed to understand basic social welfare policies and programs. The course emphasizes (1) the economic, social, ideological, and political conditions which have historically influenced the formation and implementation of social policy, (2) the current structure of major social welfare policies in the United States, and (3) the use of the Internet and World Wide Web to collaborate with and learn from others..

Rationale: This policy course prepares graduate students for the advanced policy classes in the MSW program.

### **III. GOALS OF THE COURSE**

1. To present how socio-economic and political conditions have contributed to the historic evolution of fundamental social welfare programs and their current structures.
2. To analyze the roots of the social work profession and how social work has influenced social and political change.
3. To demonstrate how an individual's value system affects his or her conception of various contemporary policy issues such as welfare reform, health care, child and family well being, and human rights.
4. To assess the differential impact of social welfare policies on diverse groups, including people of color, women, the poor, the aged, and other populations at risk.
5. To show how social work ethics and values relate to social policy decision-making and social policy structures.
6. To provide an overview of the structure of current social welfare policies and programs.

### **IV. ACADEMIC OUTCOMES OF THE COURSE**

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

1. Demonstrate an understanding of the major features of the major social policies and how those policies affect diverse client populations, social workers, and social work agencies.
2. Discuss how policy-making evolves from a mix of traditions, value systems, economic dynamics, and a balance of political forces.
3. Analyze social welfare policies as a response to basic social problems at the societal level.
4. Demonstrate knowledge of the historical roots of the social work profession.
5. Provide examples of how social policies can be used to promote social and economic justice.
6. Discuss the role of research and evaluation in developing effective policies.

7. Utilize the Internet and World Wide Web to find resources, collaborate with others, and interactively learn.

## V. REQUIRED TEXTS AND READINGS

### Required texts:

Karger, H.J. & Stoesz, D. (2002). American social welfare policy A pluralist approach. (4th ed.) Boston: Allyn and Bacon.

### Required Electronic Reserve Readings:

**Brown, D. (1999). A context for teaching aging-related public policy. Educational Gerontology, 25 (8), 711-722.**

Frumkin, P. and Andre-Clark, A. (1999). The rise of the corporate social worker. Society, 35, 6(242), 46-52.

**Greene, V. and Marty, K. (1999). Generational investment and social insurance for the elderly: Balancing the accounts. The Gerontologist, 39 (6), 645-647.**

Haynes, K. and Mickelson, J. (2003). Affecting change: Social workers in the political arena. Allyn and Bacon: Boston.

**Hogan, S. (1990). Caring for the caregiver to ease their burden. Journal of Gerontological Nursing, 16 (5), 12-17.**

**Krain, M. (1995). Policy implications for a society aging well. American Behavioral Scientist, 39 (2), 131-151.**

**Lee, A. and Baker, C. (1998). Do Black elderly Medicare patients receive fewer services? An analysis of procedure use for selected patient conditions. Medical Care Research & Review, 55 (3), 314-323.**

Moss, B. (2000). Change me into Zeus's daughter: A memoir. Touchstone: NY.

Schlosser, E. (2001). Fast food nation: The dark side of the all-American meal. Houghton-Mifflin: Boston.

Secombe, K. and Amey, C. (1995). Playing by the rules and losing: Health insurance and the working poor. Journal of Health and Social Behavior, 36 (2), 168-181.

**Silverstein, M. and Parrott, T. (1997). Attitudes toward public support of the elderly: Does early involvement with grandparents moderate generational tensions? Research on Aging, 19 (1), 108-131.**

Woods, T. (1999). The ancient stupidity of pouring water on a drowning man: Imprisonment and restricted citizenship.

### Required Readings on Reserve at the Briar Cliff University Library:

Farnsley, A. (2001). Can faith-based organizations compete? Nonprofit and Voluntary Sector Quarterly, 30 (1), 99-111.

Fiske, H. (2002). Welfare reform: Its effect on social workers and their clients. Social Work Today, 2, (13) 8-11.

Miranne, K. and Amato-Von Hemert, K. (2001). Putting flesh on the WORD: Churches and welfare reform. Journal of Poverty, 5 (2), 21-43.

**Yates, J. and Gillespie, W. (2000). The elderly and prison policy. Journal of Aging and Social Policy 11, (2-3), 167-175.**

## VI. EVALUATION OF STUDENT PERFORMANCE

### A. DESCRIPTION OF EVALUATION METHODS

1. You are expected to attend class regularly, do the assigned reading and exercises, be prepared to discuss the material, and participate in class discussions, and exercises. Class attendance is

required. If you miss more than two classes for any reason (illness, weather, conferences, holidays etc) your grade will be lowered an additional 5 points for each absence. Students are expected to arrive on time to class unless they have notified the instructor in advance.

Weather always presents possible difficulties for out-of-town people. I am concerned both about your learning and your safety. If weather is bad in your area, please call my office voicemail (712/279-5271) to learn if class is cancelled, before embarking for Sioux City. If class is cancelled, I will post a message to that effect by at 3:00 p.m.

Written assignments should be double-spaced and typewritten or computer generated and should be free of grammatical, spelling and punctuation errors. All sources should be properly documented using the APA style. Failure to document sources may result in a failing grade. You are expected to complete assignments on schedule. Points will be deducted for assignments which are late without the instructor's prior permission.

2. Students are expected to complete both individual and group assignments. Letter grades will be given for individual and group assignments.

3. Components of Final Grade

Posting Discussion Threads	5 points
Reaction/Thought Journal	5 points
Campaign/GOTV Participation	10 points
Candidate Analysis	25 points
Policy Analysis	25 points
Policy Presentation	15 points
<u>Class Participation</u>	<u>15 points</u>
	100 points

#### B. EVALUATION CRITERIA:

1. Criteria for evaluating written assignments:

- completion of all elements of the assignment
- clarity, coherence, and logical development of the ideas presented
- evidence of analytical skill and systematic thinking
- incorporation of research literature / outside sources
- proper format, spelling and grammar
- proper documentation of sources

2. Criteria for evaluation oral presentations and class participation:

- regular and meaningful contribution to class discussions
- clarity, coherence and logical development of ideas presented
- willingness to analyze one's own knowledge, values and thinking
- willingness to give and accept information and feedback

#### C. GRADING PROCEDURE

In accordance with the School of Social Work policy, the plus/minus grading system will be used. Letter grades will be assigned as follows:

A+ = 99-100	B = 85-89	C- = 70-72	F = below 60
A = 96-98	B- = 80-84	D+ = 68-69	
A- = 93-95	C+ = 78-79	D = 63-67	
B+ = 90-92	C = 73-77	D- = 60-62	

#### D. BLIND GRADING

When feasible and appropriate, instructors will blind grade student papers, tests, and exams. Students are to submit all such assignments with their social security number rather than their name.

### VII. UNIVERSITY AND SCHOOL POLICIES

#### A. STUDENTS WITH DISABILITIES.

Federal Law requires that the University make reasonable efforts to accommodate students with disabilities. A student with a disability will bring to the instructor a confidential form (available in the Office of Student Disability Services) completed and signed by a counselor in the Office of Student Disability Services, verifying the need for accommodation. If the student and instructor disagree on how course requirements may be altered without compromising the integrity of the course, the student will contact the Director. The Director will work with the student, the instructor, and the Office of Student Disability Services to resolve such differences. Questions may be addressed to the Office of Student Disability Services, 335-1462.

#### B. RESOURCES FOR OBTAINING ADDITIONAL HELP.

The School provides support and assistance to students who, for a variety of reasons, may be experiencing academic problems. Such students should speak with the Undergraduate or Graduate Coordinator or the Director of the School to arrange for special support services.

#### C. STUDENT GRIEVANCES.

A student wishing to grieve a grade should discuss the matter with the instructor. If the grievance is not resolved, students should use the School's appeal process as described in the School's student handbooks Appeals Committee). In the event that the grievance still has not been resolved, the student should send a letter describing the grievance to the Associate Dean for Academic Programs, who attempts to resolve the matter. The Associate Dean changes a grade only if it was assigned in violation of College or University policy and only after consultation with the School's Director.

#### D. ACADEMIC MISCONDUCT.

An incident of inappropriate citation (i.e., plagiarism) or other forms of academic dishonesty, such as the fabrication of research data, will result in a reduction of the student's grade for the course, at minimum, or a failing grade, depending upon the severity of the transgression. Graduate student's misconduct will also be reported to the Graduate Coordinator, at which point further disciplinary action may be taken. Please refer to the Educational Handbook for the Master of Social Work Program, Student Advancement Policy, pp. C-1 through C-6.

### VIII. CLASS TOPICS AND CLASS SCHEDULE

DAY/DATE/TIME	THEME/TOPIC	TASKS/READING
<b>Tues Aug 27</b> 5:30-8:30 pm @ Briar Cliff	<b>Introduction to Course</b>  <i>Lab:</i> <ul style="list-style-type: none"><li>• Getting into the course website</li><li>• Getting on the Social Work History Train</li><li>• Accessing the electronic reserve</li></ul>	<i>Readings:</i> None  <i>Website:</i> <ul style="list-style-type: none"><li>• Links to social work history train, NASW, etc.</li></ul>
<b>Tues Sept 3</b>	<b>Political Campaigns</b>	<i>Readings:</i>

<p>5:30 – 8:30 pm @ Briar Cliff</p>	<p><i>Speaker</i> – Jason Abendroth, Iowa NASW Political Action for Candidate Election (PACE)</p> <p><i>On the Website:</i></p> <ul style="list-style-type: none"> <li>• <i>Listen</i> to “Ghosts of Elections Past” - the September 3, 1999 broadcast of <i>This American Life</i>.</li> <li>• <i>Find out</i> what the Campaigns and Elections website thinks about the odds on a political race you’re watching</li> </ul>	<p><u>Electronic Reserve</u> Haynes and Mickelson’s <i>Affecting Change</i>:</p> <ul style="list-style-type: none"> <li>• Chapter 1 – All Social Work is Political, pp. 1-5;</li> <li>• Chapter 10 - Political Action Committees, pp. 152-165;</li> <li>• Chapter 11 – The Campaign, pp. 166- 181; Chapter 12 – Social Workers as Politicians, pp. 182 – 199;</li> <li>• Chapter 13 – Jump In, pp. 200 – 212; Glossary and web sites – pp. 213 – 230.</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Links to IA/SD/NE Democratic, Republican, Green, Socialist, and other parties’ pages; EMILY’s List, NASW PACE;</li> <li>• Links to political/ideological figures and their statements/writings;</li> <li>• Spreadsheet of the political continuum.</li> <li>• Link to Campaigns and Elections: The Magazine for People in Politics</li> <li>• Links to broadcasts about politics and conventions from <i>This American Life</i>, a program of National Public Radio.</li> <li>• Link to localvictory.com, a website featuring free campaign advice and strategies for local races.</li> </ul> <p><i>Download for next week and bring to class:</i></p> <ul style="list-style-type: none"> <li>• Profiles of policy figures from website;</li> <li>• Political continuum spreadsheet.</li> </ul>
<p><b>Tues Sept 10</b> 5:30-8:30 pm @ Briar Cliff</p>	<p><b>Ideological Frameworks</b></p> <p><i>Class activity:</i> Characterization of policy figures into ideological profiles</p>	<p><i>Readings:</i> <u>Karger and Stoesz</u></p> <ul style="list-style-type: none"> <li>• Chapter 1: Social Policy and the American Welfare State</li> <li>• Chapter 8: Making of Governmental Policy</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Link to NASW Code of Ethics</li> <li>• Link to analyses of new farm bill by several organizations, including the USDA</li> <li>• Link to Environmental Working Group</li> <li>• Link to AgObservatory</li> </ul> <p><i>Download for next week and bring to class:</i></p> <ul style="list-style-type: none"> <li>• NASW Code of Ethics</li> <li>• List of subsidy payments to farmers in your county/zip code. Information is on the</li> </ul>

		<p>Environmental Working Group's web page. Print out the details for one you recognize – perhaps a neighbor, notorious or not, or a relative? You can search the database by name.</p> <ul style="list-style-type: none"> <li>• Two of the following: <ul style="list-style-type: none"> <li>○ USDA's Economic Research Service's side by side analysis of new farm bill with old farm bill: download and print side-by-side analysis of the nutrition section and the rural development section. Print overview of organic agriculture section, and commodity sections.</li> <li>○ Farm bill breakdown by the Center for Rural Affairs</li> <li>○ Any one of the five farm bill critiques on agobservatory.com's site (they're short and good reading)</li> <li>○ The FAQ answer to why the farm bill is estimated to cost \$190 billion; or,</li> <li>○ A complete copy of the text of the Farm Bill.</li> </ul> </li> </ul>
<p><b>Tues Sept 17</b> 5:30-8:30 pm @Briar Cliff</p>	<p><b>A Framework for Policy Analysis</b></p> <p><i>Class activities:</i></p> <ul style="list-style-type: none"> <li>• Small group analysis of policies</li> <li>• Split into policy groups, discuss the policy analysis project.</li> </ul>	<p><i>Readings:</i> <u>Karger and Stoesz</u></p> <ul style="list-style-type: none"> <li>• Chapter 2: Social Welfare Policy Research: A Framework for Policy Analysis</li> <li>• Chapter 11: Public Assistance Programs</li> <li>• Chapter 17: Food Policy and Rural Life</li> </ul> <p><u>Electronic Reserve</u></p> <ul style="list-style-type: none"> <li>• Schlosser, E. (2001). <i>Fast food nation</i>, Chapter 4 – Success, pp.91 – 107; Chapter 7 – Cogs in the Great Machine, pp. 149-166.</li> </ul>
<p><b>Tues Sept 24</b> <i>on-line</i></p>	<p><b>Poverty in America and Tax Policy and Income Redistribution</b></p> <p><i>On the Website:</i></p> <ul style="list-style-type: none"> <li>• <i>Listen</i> to another view of welfare reform and how we measure success.</li> <li>• <i>Listen</i> to Jim Hightower's short take on workfare.</li> <li>• <i>Read</i> about the Earned Income Tax Credit (EITC) and how corporations hide income.</li> <li>• <i>Read</i> about income and poverty distribution</li> </ul>	<p><i>Readings:</i> <u>Karger and Stoesz</u></p> <ul style="list-style-type: none"> <li>• Chapter 5: Poverty in America</li> <li>• Chapter 9: Tax Policy and Income Distribution</li> </ul> <p><u>Electronic Reserve</u></p> <ul style="list-style-type: none"> <li>• Moss, B. (2000). <i>Change me into Zeus's daughter</i>, pp. 17-33; 117-125; 179-198; 208-222</li> <li>• Schlosser, E. (2001). <i>Fast food nation</i>, Chapter 3 – Behind the counter, pp. 59-88; Chapter 8 – The Most Dangerous Job, pp. 169-190.</li> </ul> <p><u>On Reserve at Briar Cliff</u></p> <ul style="list-style-type: none"> <li>• Fiske, H. (2002). Welfare reform: Its effect on social workers and their clients. <u>Social Work Today</u>, 2, (13) 8-11.</li> </ul>

	<p>among today's working Iowans.</p> <ul style="list-style-type: none"> <li>• <i>Discuss</i> the material you've experienced via the discussion boards on the course website.</li> <li>• <i>Complete</i> a thought journal entry</li> </ul>	<p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Link to Iowa Policy Project report</li> <li>• Link to Fairness and Accuracy in Reporting's (FAIR's) Counterspin program.</li> <li>• Link to Brookings Institute report about the Earned Income Tax Credit (EITC)</li> <li>• Link to CBS website about EITC audits and further link to corporate tax evasion</li> </ul> <p><i>Due:</i> Candidate Analysis</p>
<p><b>Tues Oct 1</b> 5:30-8:30 pm @ Briar Cliff</p>	<p><b>Social Insurance and Issues for Aging Citizens</b></p> <p><i>Speakers:</i></p> <ul style="list-style-type: none"> <li>• Susan Murty, U of I Prof. of Social Work</li> <li>• Deborah Kachena, State of South Dakota</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• <i>Check out</i> the RePhorma campaign on the Gray Panthers web site</li> <li>• <i>Look over</i> the AARP website.</li> </ul>	<p><i>Readings:</i> <u>Karger and Stoesz</u> Chapter 10: Social Insurance</p> <p><u>Electronic Reserve – choose three</u></p> <ul style="list-style-type: none"> <li>• Brown, D. (1999). A context for teaching aging-related public policy. <u>Educational Gerontology</u>, 25 (8), 711-722.</li> <li>• Greene, V. and Marty, K. (1999). Generational investment and social insurance for the elderly: Balancing the accounts. <u>The Gerontologist</u>, 39 (6), 645-647.</li> <li>• Hogan, S. (1990). Care for the caregiver: Social policies to ease their burden. <u>Journal of Gerontological Nursing</u>, 16 (5), 12-17.</li> <li>• Krain, M. (1995). Policy implications for a society aging well. <u>American Behavioral Scientist</u>, 39 (2), 131-151.</li> <li>• Silverstein, M. and Parrott, T. (1997). Attitudes toward public support of the elderly: Does early involvement with grandparents moderate generational tensions? <u>Research on Aging</u>, 19 (1), 108-131.</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Link to Gray Panthers</li> <li>• Link to AARP</li> <li>• Link to history of Social Security program</li> </ul> <p><i>Due:</i> Eldercare Paper</p>
<p><b>Tues Oct 8</b> 6-8 pm on-line</p>	<p><b>Child Welfare</b></p> <ul style="list-style-type: none"> <li>• <i>on-line chat:</i> Mary Nelson, IA Dept of Human Services</li> </ul>	<p><i>Readings:</i> <u>Karger and Stoesz</u></p> <ul style="list-style-type: none"> <li>• Chapter 15: Child Welfare Policy</li> </ul> <p>Readings suggested by Mary Nelson, on electronic reserve</p>

	<p><i>Website</i></p> <ul style="list-style-type: none"> <li>• <b>BEFORE the chat:</b> <ul style="list-style-type: none"> <li>- See how well your elected officials score in their commitment to children, as measured by the Children’s Defense Fund Action Council.</li> <li>- Read about the history of orphanages and why we don’t want to go back there on the Johns Hopkins site.</li> <li>- Learn about some positive ways to achieve permanency with teens in the foster care system at the NRC’s site.</li> </ul> </li> <li>• Participate in the chat. Get on-line 5 –10 minutes BEFORE it is scheduled to begin.</li> <li>• Complete a thought journal.</li> </ul>	<p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Link to Children’s Defense Fund Action Council– latest publication</li> <li>• Link to article on history of orphanages.</li> <li>• Link to “Achieving Permanency for Teens: Lessons Learned from a Demonstration Project” on National Resource Center for Family-Centered Practice website.</li> </ul>
<p><b>Tues Oct 15 – Tues Oct 22</b> <i>on-line</i></p>	<p><b>Housing Policy</b></p> <ul style="list-style-type: none"> <li>• Read and respond to a Moderated, week-long discussion thread: Jim Cain, Iowa Council on Housing and the Homeless,</li> <li>• Read the personal experiences of homeless people and investigate some new policy options on the NCH website.</li> <li>• Experience Housing First on the web</li> <li>• View the PowerPoint presentation by the Iowa Department of Education</li> <li>• Complete a thought journal entry</li> </ul>	<p><i>Readings:</i> <u>Karger and Stoesz</u></p> <ul style="list-style-type: none"> <li>• Chapter 16: Housing Policies</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Link to National Coalition for the Homeless</li> <li>• Link to National Public Radio’s “Housing First”</li> <li>• Link to ACORN</li> <li>• Link to Iowa Department of Education site on persons who are homeless</li> </ul>
<p><b>Tues Oct 22</b> <i>on-line</i></p>	<p><b>The Role of the Voluntary Sector and Privatization in Policy Creation and Service</b></p>	<p><i>Readings:</i> <u>Karger and Stoesz</u></p> <ul style="list-style-type: none"> <li>• Chapter 6: Voluntary Sector Today</li> </ul>

	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• <i>Read and respond to a Moderated, week-long discussion thread:</i> Marigail Mullin, Director of the Crittenton Center, in Sioux City</li> <li>• <i>Read</i></li> <li>• <i>Experience</i></li> <li>• <i>View</i></li> <li>• <i>Complete</i> a thought journal entry</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7: Privatization and Human Service Corporations</li> </ul> <p><u>On Reserve at Briar Cliff</u></p> <ul style="list-style-type: none"> <li>• Farnsley, A. (2001). Can faith-based organizations compete? <u>Nonprofit and Voluntary Sector Quarterly</u>, 30 (1), 99-11.</li> <li>• Miranne, K. and Amato-Von Hemert, K. (2001). Putting flesh on the WORD: Churches and welfare reform. <u>Journal of Poverty</u>, 5 (2), 21-43.</li> </ul> <p><u>Electronic Reserve:</u></p> <ul style="list-style-type: none"> <li>• Frumkin, P. and Andre-Clark, A. (1999). The rise of the corporate social worker. <u>Society</u>, 35, 6(242), 46-52.</li> </ul>
<p><b>Tues Oct 29</b> 5:30-8:30 pm @ Briar Cliff</p>	<p><b>Criminal Justice and Disproportionate Minority Confinement</b></p> <p><i>Guest speakers:</i></p> <ul style="list-style-type: none"> <li>• Lynn ?????</li> <li>• Outreach worker from Sanford Center</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• <i>Listen</i> to parts or all of “Lockup,” and Prologue and Acts 2 and 4 of “Sentencing” from This American Life broadcasts.</li> </ul>	<p><i>Readings:</i> <u>Karger and Stoesz:</u></p> <ul style="list-style-type: none"> <li>• Chapter 14: Criminal Justice</li> </ul> <p><u>Electronic Reserve:</u></p> <ul style="list-style-type: none"> <li>• Nancy Gustavson’s research paper/synopsis.</li> <li>• Woods, T. (1999). The ancient stupidity of pouring water on a drowning man: Imprisonment and restricted citizenship.</li> </ul> <p><u>On Reserve at Briar Cliff</u></p> <ul style="list-style-type: none"> <li>• <b>Yates, J. and Gillespie, W. (2000). The elderly and prison policy. <u>Journal of Aging and Social Policy</u> 11, 2-3, 167-175.</b></li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Link to This American Life.</li> <li>• Letter from families to Barbara Bush</li> </ul> <p><i>Due:</i></p> <ul style="list-style-type: none"> <li>• Note from campaign verifying your voluntary participation in some aspect.</li> </ul>
<p><b>Tues Nov 5</b> <i>Election Day participation</i></p>	<p><b>No class today – but you need to participate in some way in a campaign or to Get Out the Vote</b></p>	
<p><b>Tues Nov 12 – Tues Nov 19</b> <i>on-line</i></p>	<p><b>American Healthcare, Mental Health and Substance Abuse Services</b></p> <p><i>Read and respond to moderated, week-long</i></p>	<p><i>Readings:</i> <u>Karger and Stoesz</u></p> <ul style="list-style-type: none"> <li>• Chapter 12: The American Healthcare System</li> <li>• Chapter 13: Mental Health and Substance Abuse Policy</li> </ul>

	<p><i>discussion thread.</i></p> <p><i>Moderator:</i></p> <ul style="list-style-type: none"> <li>• Ro Foege, IA State Representative re: HAWK-I and mental health needs in state institutions</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• <i>Read</i> about Ro Foege. Check out his stands on “For Better Health Care” and “For Iowa Kids and Families”</li> <li>• <i>Learn</i> about the program that covers kids of working but not wealthy parents in your state.</li> <li>• <i>Compare</i> notes on your program with someone from another state on the discussion boards.</li> </ul>	<p><u>Electronic Reserve:</u></p> <ul style="list-style-type: none"> <li>• <b>Lee, A. and Baker, C. (1998). Do Black elderly Medicare patients receive fewer services? An analysis of procedure use for selected patient conditions. <u>Medical Care Research &amp; Review</u>, 55 (3), 314-323.</b></li> <li>• Seccombe, K. and Amey, C. (1995). Playing by the rules and losing: Health insurance and the working poor. <u>Journal of Health and Social Behavior</u>; 36 (2), 168-181.</li> </ul> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Link to Ro Foege’s website.</li> <li>• Link to Iowa HAWK-I program.</li> <li>• Link to Iowa HAWK-I report.</li> <li>• Link to South Dakota’s CHIP program.</li> <li>• Link to South Dakota’s CHIP report.</li> </ul> <p><i>Due:</i></p> <ul style="list-style-type: none"> <li>• Signed note from someone working in a campaign or efforts to Get Out the Vote verifying that you participated on Election Day</li> <li>• Draft of your group policy analysis paper</li> </ul>
<b>Tues Nov 19</b> <i>No class</i>	<i>No class meeting.</i>	<i>Due:</i> Presentation materials for Saturday November 23, in hard or electronic form.
<b>Sat Nov 23</b> 9 am – 4 pm <i>workshop</i>	<b>Tri-State Policy Workshop</b>	<p><b>Tentative Schedule</b></p> <p>9 –11 am presentation of policy research and analysis, plus strategy ideas for new legislative session.</p> <p>11:30 – 12 pm How things look from here – policy keynote</p> <p>1:15 – 3:45 Workshops on alternative policy creation systems: some examples might be Native American, feminist, Latino/a, Vietnamese</p> <p><i>Due:</i> Final group policy analysis paper</p>
<b>Tues Dec 3</b> 5:30-8:30 pm <i>@ Briar Cliff</i>	<p><b>The American Welfare State in Perspective – the Global View</b></p> <p><i>Website:</i></p> <ul style="list-style-type: none"> <li>• Post all policy papers and presentations to the website.</li> </ul>	<p><i>Readings:</i></p> <p><u>Karger and Stoesz</u> Chapter 18: The American Welfare State in International Perspective</p> <p><i>Web site:</i></p> <p>All policy papers and presentation materials, if possible and appropriate, posted on the Web.</p> <p><i>ACE Forms</i></p>

## **IX. OUTLINE OF ASSIGNMENTS**

### **A. POSTING DISCUSSION THREADS**

Each student is expected to post at least five discussion threads by November 19, discussing or in response to material found on the Blackboard site for the five virtual meetings (Sept. 24, Oct 8, Oct 15, Oct 22, Nov 12). Your participation is important to facilitate discussion about what you are learning from the website and how it connects with what you are learning in the classroom. Postings such as “Hear, hear!” or “Ditto.” or “No way.” etc, do not count toward your required total. Of course, you are not limited to posting just five. To post or start a discussion thread, refer to handout provided in class.

You are expected to document the five forums in which you participated by printing your reply screen (after you’ve written a reply) and printing the screen where your reply shows up in the discussion thread. The instructor will verify your participation by checking the thread list.

### **. B REACTION/THOUGHT JOURNAL**

Each student is expected to write a journal entry in his/her space on the website, reflecting on what you learned and what you thought about the web material for the five virtual meetings (Sept 24, Oct 8, Oct 15, Oct 22, and Nov 12). Your reflection should be about a page long. You may use a suggested topic stem (on the web page for that week) or your own thoughts to get you started on your writing. Only you and the instructor will have access to your journal space. Each journal entry should be completed no later than one week after the date of the virtual meeting (e.g., the entry for the website dated Sept 10 is due Sept 17). To access your journal space, follow the steps on the handout provided the first night of class.

### **C. CAMPAIGN PARTICIPATION**

You will be required to participate two times in a campaign of your choosing. You will need to do something (doorknocking, envelope stuffing, phonecalling, parade walking – a good one for Labor Day weekend! etc.) by October 29, and bring to that class a note verifying your participation. Then on Election Day, November 5, we will not have class, but you will need to participate in the day in some way, by working on a specific campaign (it can be the same campaign you worked on before) or by working with another organization on Get Out the Vote efforts and the like. You will need to bring a note to class on November 12, verifying your November 5 participation. On the course website, you can find links to other sites that can lead you to candidates and campaigns in your region and/or area of interest.

### **D. CANDIDATE ANALYSIS PAPER – INDIVIDUAL ASSIGNMENT - 20 POINTS – APPROX. 10 PAGES – DUE SEPTEMBER 24**

You will create a partial profile of a current political candidate and his/her stance on three social issues. You will go on to place him/her in the political spectrum on these issues and overall, discuss the aspects of the candidate’s value system that guide his/her positions, and then discuss how the candidate’s views are/are not consistent with social work ethics and how this all resonates with you.

Specifically, the paper should include these sections:

*Personal/professional history of the candidate.*

Campaign literature, news articles, and personal interviews and e-mails with the candidate and/or staff aide\* would be helpful here. Learn as much as you can about the candidate’s ethnicity, socio-economic class, age, educational background, cultural makeup, and experiences that have been influential on him/her without becoming too invasive.

*Three policy areas and the candidate’s views on them.*

Ask the candidate or the candidate's staff aide, if necessary, his/her views on three issues. This would be best done through a phone or personal interview, but e-mail would work too. Here is a list of some policy areas, although you can feel free to ask about social welfare-related policies/issues that are not on this list:

- **Prescription drug coverage for senior citizens.**
- Rights of same-sex couples to marry and/or provide fostercare for children.
- Estate tax elimination.
- Expansion of publicly-supported healthcare coverage for working poor, unemployed people, etc.
- Parity for mental health coverage.
- Publicly-funded vouchers to support children seeking education in private schools.
- Relaxation of immigration quotas/requirements to allow more people legal access to US citizenship.
- Increase in payments to healthcare professionals through Title IX (19) program so that dentists and others would accept patients using Title IX.
- Increase in payments to childcare workers.
- Tougher environmental regulations regarding large-scale hog, cattle and poultry operations and the run-off pollution.
- Voting rights for criminals convicted of a felony once they have served their sentences (currently, in most states, they are never allowed to vote again.)

*Candidate's placement on the political spectrum in regards to these three issues.*

Refer to Chapter 1 of Karger and Stoesz for a refresher on various positions on the spectrum. Do not be misled by the candidate's party affiliation when deciding where you would place him/her on the spectrum. Instead, think about how what s/he believes and is saying is consistent with the camps K and S describe. Provide a rationale for your placement of the candidate, using material from the book or other readings.

*Value system influences on candidate policy stances.*

Based on the personal and professional history of the candidate that you know, describe some of the values that you feel drive his/her stance on the issues described. Also discuss childhood, cultural, ethnic, or other influences that you think may be important.

*How the candidate's positions jive with social work ethics.*

Refer to the NASW Code of Ethics and materials for this class to discuss whether or not or to what degree the candidate's issue positions fit with social work ethics.

*How the candidate's positions fit with your own beliefs.*

Finally, discuss how you might agree or disagree with the candidate's positions on the described issues. This discussion would include elements of your own belief system, experiences and values, including those of being a social worker.

*\*Please be sure to thank the candidate and/or aide for assistance provided in completing this assignment.*

## **E. ELDER CARE POLICY PAPER\* - DUE IN CLASS ON OCTOBER 1, 2002**

**This paper provides you an opportunity to familiarize yourself with the basic benefits available to elders in the United States and to consider the costs of care and possible sources of funds to pay for it.**

- 1. Select an older person whom you expect to have some responsibility to care for in his or her old age. This person may be one (or both) of your parents, a spouse, sibling, aunt, uncle, grandparents, or yourself.**

2. **Calculate their expected monthly Social Security Benefits. If you have the person's Social Security statement, which is sent out each year, use that. Otherwise, use the Quick Calculator found at the Social Security website (<http://www.ssa.gov/retire2/calculators.htm>). The benefits they receive will depend in part on the age at which they begin to draw benefits.**
3. **Select a Medicare Plan and assess cost of monthly Medicare premiums. You'll find those at: <http://www.medicare.gov/Choices/Overview.asp>**
4. **Calculate the monthly cost of Medigap and long-term care insurance, if any.**
5. **In 2-3 pages, describe and discuss the financial situation this elderly person will face and the options for care this person can choose from. Consider the total cost of the health care plan, Social Security benefits, additional expenses, and additional resources. Describe the health care benefit package (steps 3 and 4 and any additional plan). How will it affect your life if you are primarily responsible for this person? Attach your calculations of benefits and costs.**

- E. **POLICY ANALYSIS PAPER – GROUP ASSIGNMENT - 25 POINTS – APPROX. 20 PAGES – FIRST DRAFT DUE NOVEMBER 12 – FINAL DRAFT DUE NOVEMBER 23**  
Choose and analyze a bill passed by the Iowa or South Dakota legislature in the last five years related to social welfare policy.

*Description of the issue.*

Using interviews, e-mails, and phone calls with people who have worked for and against this issue, and media reports, at least five journal articles, and other sources of information, you will describe the issue at hand. Your description should include:

- a. the historical background, including the nature and scope of the problem and any previous legislative attempts to remedy it – and why they may have failed. (For this step, be sure to gather the actual bills/legislative language people used to try to move the issue forward.);
- b. the ideological, cultural, or religious values underlying the current problem definition and how other definitions might lead to different policy approaches;
- c. a description of the policy including the policy definitions, the eligibility criteria and who the target population is, what the policy is intended to do (benefits/services/penalties) how the policy is implemented (delivery system), the expected costs and the means of financing it;
- d. an evaluation of whether or not policy goals were achieved and in the end, who benefited most, the social and economic justice benefits that occurred, what the positive and negative impacts of the policy might be on particular groups, including elderly people, women, people of color, people in rural areas, people with physical limitations, poor people, GLBT people, etc. Also identify service gaps.
- e. Recommendations you (or others) would make to remedy identified problems, service gaps, or policy weaknesses.

*New strategy.*

Based on the description of the issue, create a strategy or partial strategy you would propose for moving the policy forward in this year's legislative session, including use of public media, particular legislative players that need to be on board, mobilization of specific grassroots groups, etc.

- F. **POLICY ANALYSIS PRESENTATION – GROUP ASSIGNMENT - 15 POINTS – APPROX. 20 MINUTES –OUTLINE & MATERIALS DUE NOVEMBER 19 – PRESENTATION ON NOV. 23**

Your group will present your policy analysis and new strategy at our second Tri-State Policy workshop on Saturday November 23. You will create a 20-minute presentation that provides an overview of:

- The description of the issue – brief version of content in your paper; and

- New strategy to move forward – should make up the bulk of the presentation.

Your presentation should include the use of PowerPoint or other audio-visual aides, and you should prepare and distribute at least two handouts. Further, in your presentation, you should thank all the persons from the community who helped you prepare your paper and presentation.

Please limit your presentation to 20 minutes, so that there will be ample time for questions and discussion.

### **Guidelines for Classroom Discussions**

The content of this course will be intellectually, personally, and emotionally challenging. In order to achieve the objectives of the course, the classroom environment must be a safe one for all to participate. Therefore, it is important that all members of the class are free to discuss their thoughts and feelings, ask questions, and state their opinions. It is equally important that all statements made are respectful and do not demean or humiliate any individual present or any group of people. The following guidelines for classroom discussions are adapted from materials written by the Center for Research on Women at the University of Memphis. We offer them here as a starting point for negotiating the ground rules we will adopt and agree to observe as a class to create a safe environment that will promote productive interaction.

1. Acknowledge that prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics exist.
2. Acknowledge that all of us have learned misinformation about our own group and about members of other groups, whether we belong to a majority or minority group.
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people--both those we study and those in this class--do the best they can.
5. Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully.

The following are example of statements that honor these guidelines and statements that do not.

Acceptable: I really disagree with you. It makes me angry when I hear people say that feminism is responsible for the decline of the family. [elaborate why...]

Unacceptable: You sexist pig! I can't believe anyone would say anything so stupid.

Acceptable: I've thought about it a lot, and I really don't believe that homosexuals should be allowed to marry and adopt children [because...]

Unacceptable: Gays are disgusting. If you're gay you shouldn't hang around influencing kids.

Acceptable: It doesn't seem fair that I have to wait until I'm financially secure to have kids, but mothers on welfare get my tax money to support their families and don't have to work.

Unacceptable: People on welfare are just plain lazy...all the time driving Cadillacs and buying drugs with their welfare money.