SW 9260: Current & Historical Trends in U.S. Social Welfare Policy
3 Credits
Winter 2013

COURSE SYLLABUS & CALENDAR

Instructor: Angelique Day, PhD, MSW
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Office Hours: I am available to meet before and after class, and check my email account regularly. I can
also be available by appointment as needed.

COURSE DOMAIN AND BOUNDARIES

SW 9260 is a critical analysis of current and historical trends in U.S. social welfare policy, with a primary
focus on policies addressing poverty and inequality, with a particular emphasis on welfare, schooling in
America, and policy issues facing the elderly. In this class we will focus on the historical context of
public policy responses to social problems; the evolution of these policies over time, from the colonial
period to the present; and the analysis of these policies in reference to disadvantaged populations, past
and present. We will examine competing perspectives on the causes of poverty, inequality, and social
exclusion, the role of policy in resolving these problems, and socioeconomic dimensions of stratification,
including race, ethnicity, class, gender, and family structure. The goal of this class is for students to
critically examine the role of policy in producing, maintaining, and alleviating poverty and inequality, and
to offer a theoretical and analytic foundation for promoting social and economic justice.

KNOWLEDGE AND SKILL OBJECTIVES

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

1. Understand the historical precedents of contemporary social welfare policy in the United States.

2. Critically analyze the historical foundations of public policy debates.

3. Critically understand how class, race, and gender have shaped public policy formulation in the United
   States.

4. Critique the role of historical oppression in creating and perpetuating poverty and inequality, and
   how different policies may perpetuate or redress inequality.
5. Be familiar with a range of analytical techniques that are used in modern-day policy analysis.

6. Assess how different contexts shape social welfare policy and social work practice at all levels.

**REQUIRED TEXTS**


Students will be required to obtain additional readings (e.g., research articles) from Blackboard or from the Internet.

**Additional Recommended Resources for Papers/Research**

Center on Budget and Policy Priorities – [www.cbpp.org](http://www.cbpp.org)

Center for Law and Social Policy – [www.clasp.org](http://www.clasp.org)


Chapin Hall Center for Children - [http://www.chapinhall.org/](http://www.chapinhall.org/)

Child Trends – [www.childtrends.org](http://www.childtrends.org)

Clearinghouse on International Developments in Child, Youth & Family Policies – [www.childpolicyintl.org](http://www.childpolicyintl.org)


Future of Children – [www.futureofchildren.org](http://www.futureofchildren.org)


Institute for Research on Poverty – [www.ssc.wisc.edu/irp](http://www.ssc.wisc.edu/irp)
Luxembourg Income Study (cross-national research) – www.lisproject.org
MDRC (welfare experiments) – www.mdrc.org
National Center for Children in Poverty – www.nccp.org
National Poverty Center (University of Michigan) – www.npc.umich.edu
UNICEF Innocenti Research Centre (children) – www.unicef-icdc.org
Urban Institute – www.urban.org
U.S. Census Bureau (population info and poverty statistics) – www.census.gov
U.S. Department of Health and Human Services:
Administration for Children and Families – www.acf.hhs.gov
Office of the Assistant Secretary for Planning and Evaluation – www.aspe.hhs.gov

INSTRUCTOR & UNIVERSITY POLICIES

Academic Honesty: Students are responsible for making themselves aware of the policies and procedures in the “Academic Integrity Policy,” which can be found at http://www.doso.wayne.edu/student-conduct/Academic_Integrity.html. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe a student has been involved in academic dishonesty, the student will be referred to the Student Conduct Officer in the Dean of Students office.

Plagiarism is a common form of cheating and a chronic plague of the academic community. It refers, of course, to someone taking the work of others and passing it off as his or her own. It can be as simple as taking a quotation and failing to show it properly, to lifting an entire piece verbatim and pasting it to one's own paper or exam. In the commercial world, plagiarism brings lawsuits for copyright violation. In the academic world, it brings verdicts of both moral and academic failure on the offender.

Plagiarism will not be tolerated. I will check for it. If the plagiarism is intentional, I will report that as a violation of the University's academic integrity policy while assigning that paper or exam an irreversible grade of zero. If it is not, I return the paper without a grade to its creator for immediate and thorough correction.

The best method of avoiding plagiarism is to acquire the skill of properly citing source material. I will expect you to cite using APA format in both in-text and on your Reference page of all papers. The core rule is simple. Cite your papers so that anyone who reads them can easily track its sources. So give full citation to all sources, including names of all authors, the book/article/website file name or name and position of an interviewee, and all publication information (publisher's location, publisher's name, year of pub, volume and issue of journal, URL of a website plus date of its access). If you are using a direct quote from a 900-page source, cite that page so your reader avoids poring through 899 other pages of text.

Citing websites can especially problematic. When using one, do not cite the URL alone. If I cannot find the source, then it doesn't count as one. Cite the author, the filename, the URL, and the date. If the source does not identify a specific date, use the initials, n.d. in your citation. On weblogs: establish why that particular blog author is authoritative. Some are; but others are just rants by those with strong opinions, but don’t have credibility in the field as an expert. I won't assume a blog is valid; you have to establish that it is.

How-to guidance on writing for students enrolled in policy courses:

- Strunk and White: see Bartleby’s Strunk, William, Jr. 1918. The Elements of Style for on-line use.
- The APA manual at http://www.apastyle.org/

**On Campus Support Services:** For students who are in need of or want to improve their writing skills there is one-to-one writing instruction offered by the Writing Center. For information on how to contact the writing center, visit http://www.clas.wayne.edu/writing/

**Accommodations for Disabilities:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Disabled Student Resources and Services at the beginning of the semester. For information on how to contact the Disability Services office, visit http://studentdisability.wayne.edu/faq.php. That office must make a disability determination before the instructor can provide any accommodations. It is the student’s responsibility to notify the instructor of his/her disability status.

**Attendance Policy:** The University’s policy on attendance states, “Students are expected to attend all sessions of courses for which they are registered and to notify the instructor or his or her secretary prior to the class sessions, if possible, when the student may be absent due to illness or similar emergency.” Students are expected to attend all class sessions and to be punctual in arriving at class on time and to promptly return from breaks.

**Submitting course assignments:**
Late assignments are accepted ONLY under extreme circumstances and at the explicit discretion of the instructor. For example, late assignments may be accepted in the extreme circumstance of serious and documented person illness or death of a family member. In most situations, it is your responsibility to contact the professor before the due date and explain the circumstances. Again, these arrangements are made at the instructor’s discretion. The student must adhere to the adjusted due date agreed upon by the instructor. Otherwise, the assignment will be subject to a penalty of one letter grade.

**Course Incompletes:** Incompletes, i.e., “I” grades are only given in extreme circumstances. The instructor must be apprized of the circumstances that prohibit the student from completing course assignments as outlined in the syllabus. These situations must be discussed well in advance of the end of the semester. The instructor reserves the right to determine if the circumstances are sufficient to justify an incomplete in the course.

**Other Student Responsibilities:** Students are expected to use Blackboard to obtain course assignments and reading materials. Students are expected to check their email regularly (every 24-48 hours), as the instructor will periodically communicate with students via email.

**COURSE ELEMENTS & PERFORMANCE CRITERIA**

Evaluation will be based on: 1) seminar attendance and submission of response papers; 2) an annotated bibliography that focuses on the policy question and the analytical methodology used by the authors; 3) structured teaching opportunity, and 4) a final research paper designed to demonstrate mastery of course content and skill objectives. Prior to submission of the final paper to the instructor, you will submit your paper to your peers for critical review. After receiving feedback from your instructor, you will be required to submit your paper to an academic journal for consideration for publication. You are not required to get the paper accepted for publication to receive credit for the course, only that you submitted it.

**Seminar Attendance & Participation**
During this seminar all students are expected to attend class each week, to arrive on time, to have read the assigned readings prior to the class session in which they will be discussed, and to participate in class discussion. Each week students will prepare a response paper, due before class, and post it on Blackboard. Students are expected to review all response papers and discussion questions before class.

**Response Papers: Pass/Fail**  
20%

Response papers will be prepared each week. Each paper will be three pages (single or double spaced) and should be organized as follows:

**Page 1:** Provide an outline of key ideas in the text and/or a summary of key legislation and historical trends that are discussed in each book. Be selective.

**Page 2:** Focus on how you could engage students, if you were to teach this material to BSW/MSW students.

**Page 3:** Discuss how you could incorporate the ideas/concepts presented in each book into your own research in terms of shaping your own policy direction.

**Your response paper should be uploaded on Blackboard no later than 11 p.m. on Wednesday evening before the class meets to discuss readings. Late assignments will not be accepted. Response papers will be graded pass/fail.**

**Annotated Bibliography**  
20%

Due Date: First three, 1/24; second three, 2/21; final four, 3/21

This bibliography will consist of a review of 10 articles, where you focus on the policy question, the hypotheses, the data used, and the methodology. This assignment is designed for you to become familiar with the techniques currently being used in your area of policy interest. It is meant to be descriptive, not a critique of the articles. One of the 10 articles in your annotated bibliography should be an article that explains the policy analysis framework you are using for your final paper. I recommend that you submit the assignment in segments throughout the semester. **One page per article.**

**Final Research Paper** (Articles used in your annotated bibliography may be included among the references in the final paper).  
30%

**Peer Reviews of Draft of Research Paper**  
10%

**Policy Brief** – 2-3 pages  
10%

I would like to encourage you to develop a publishable paper in this class, or a paper that can be presented at an academic conference. As future academics, you will be expected to produce manuscripts for publication, and it is never too early to start learning about publishing in scholarly journals.

Your research paper will analyze a current policy problem or debate. First, identify the policy question of interest. Critically analyze the perspectives on this policy problem or debate, relying on the research literature. In this section of the paper you may also want to discuss some of the historical foundations of this problem and individual vs. structural explanations, as they relate to the current policy debate. In addition to analysis of the problem in reference to the research and policy literature, you may also use qualitative or ethnographic data to illustrate how this debate is affecting individuals’ lives. Based on your
analysis, conclude with suggestions for policy change. This may involve changing the current policy or using the literature and analysis to support a policy stance that is already under consideration.

All paper topics must be approved in advance by the date specified in the syllabus. This paper is not an assignment that can be successfully completed in a short period. Papers should present an understanding of the issue based on a careful review of the relevant empirical literature, including the use of an approved policy analysis framework. The paper will involve additional reading and analysis on your part, and you are required to extend your literature review beyond the course required readings. You may want to consult the recommended readings as well as the policy web sites listed on your syllabus. You will be graded on the quality of the evidence you present in your paper, not on any position taken. Your paper should demonstrate mastery of the relevant literature and present alternatives to current programs and policies.

Your paper should conform to the publication requirements of the journal in which you wish to submit your manuscript. (i.e. length, citations, references, tables, and figures). You will submit your journal’s publication requirements with your paper for both your peer review and your final paper submission to your instructor.

Each person will critically review the work of 3 of their peers and provide feedback using track changes in word. Your peer reviews should be submitted to both the author of the paper and to the instructor.

**Teaching Experience**

10%

Each student will prepare and lead a lecture and discussion session using the readings assigned in the course syllabus. Additional readings may be assigned to your peers to read to supplement and enhance the lecture. These readings must be provided to your peers in advance so they have time to read them prior to class. Students are encouraged to utilize various teaching modalities in this exercise. An outline (i.e. power point slides, other) must be submitted to the instructor prior to giving the lecture.

**COURSE SCHEDULE AND DUE DATES FOR ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic, Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>January 10, 2013</td>
<td><strong>Introduction and Course Overview</strong></td>
</tr>
<tr>
<td></td>
<td>Activity: Student contact cards (in class)</td>
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<tr>
<td></td>
<td>Course Overview</td>
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<tr>
<td></td>
<td>Review of objectives, syllabus, readings</td>
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<td></td>
<td>Why is Policymaking Important?</td>
</tr>
<tr>
<td>January 17, 2013</td>
<td><strong>Society for Social Work Research Conference, Sand Diego, CA</strong></td>
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<tr>
<td></td>
<td>Required reading:</td>
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<tr>
<td>Date</td>
<td>Reading/Notes</td>
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Trattner, Chapters 5-8.  
**First 3 articles of annotative bibliography due today!** |
Trattner, Chapters 9-12.  
| February 7, 2013 | Introduction to Policy Analysis Frameworks  
Readings:  
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>February 28, 2013</strong></td>
<td>2nd group of 3 articles of annotative bibliography due today!</td>
</tr>
<tr>
<td><strong>February 28, 2013</strong></td>
<td>Danziger, Sheldon H &amp; Haveman, Robert H., Part II, Chapters 6-9.</td>
</tr>
<tr>
<td></td>
<td>Trattner, Chapters 9-12.</td>
</tr>
<tr>
<td><strong>March 7, 2013</strong></td>
<td>Danziger, Sheldon H &amp; Haveman, Robert H., Part III, Chapters 10-12</td>
</tr>
<tr>
<td><strong>March 14, 2013</strong></td>
<td>No Class Spring Break</td>
</tr>
<tr>
<td><strong>March 28, 2013</strong></td>
<td>Last 4 articles of annotative bibliography due today!</td>
</tr>
<tr>
<td><strong>March 28, 2013</strong></td>
<td>Draft of policy papers are due to your peers for review today!</td>
</tr>
<tr>
<td><strong>March 28, 2013</strong></td>
<td>Peer reviews due back to authors and instructor today!</td>
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Final papers due today!

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<th>Date</th>
<th>Details</th>
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Policy Briefs Due today!

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<th>Date</th>
<th>Details</th>
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<tr>
<td>April 18, 2013</td>
<td>Proof of article submission to Journal due today!</td>
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GRADING POLICY

Grading Scale

For each assignment, I will assign a numerical grade that corresponds to a letter grade. The criteria for letter grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>95.0-100</td>
<td>Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment.</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-94.9</td>
<td>The difference between A and A- is based on the degree to which these skills are demonstrated.</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>Mastery of subject content at level of expected competency – meets course expectations</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
<td>Demonstrates student learning with a minimal understanding of subject content. Significant areas needing improvement.</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
<td>Demonstrates minimal understanding of subject content. Significant areas needing improvement to meet course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
</tr>
</tbody>
</table>
Recommended Books


Selected Bibliography


Huang, C.-C. (2009). Mothers' Reports of Nonresident Fathers' Involvement with Their Children: Revisiting the Relationship between Child Support Payment and Visitation. Family Relations, 58(1), 54-64.


