

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA  
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL  
STUDIES - SOCIAL WORK PROGRAM**

**SOCW 201: Introduction to Social Policy & Programs (3)**

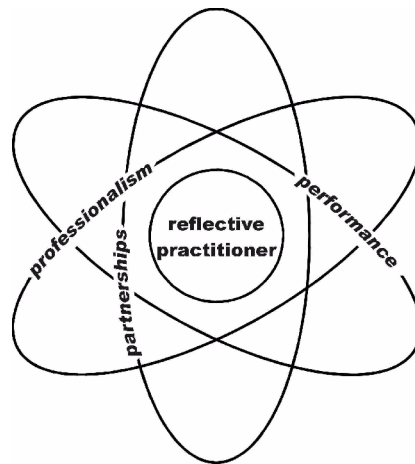
Fall/Spring Semester 2006-07

INSTRUCTOR(S) NAME(S): Rhonda Jacks, LCSW

INSTRUCTOR(S) CONTACT INFORMATION

(LOCATION/PHONE NUMBER/OFFICE HRS, etc.)

Davenport 204 / 425-5563 / Office hours by appointment.



*Attention: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities at 425-4006 or come by the office - 110 Frist Hall.*

*If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.*

**PRE-REQUISITES:** SOCW 110

**REQUIRED TEXTS:** Barusch, A. S. (2002). 2<sup>nd</sup> Ed. *Foundations of social policy: Social justice in human perspective*. United States: Thomson-Brooks/Cole.  
Toth, J. (1995). *The Mole people: Life in the tunnels beneath New York City*. Chicago: Chicago Review Press.

## **COURSE DESCRIPTION**

This course is an introduction to and explanation of the social welfare system in the United States from both historical and philosophical perspectives. This course also focuses on international aspects of social welfare as well as political issues. Discussion of our society's basic values about helping people, the resources available in advocating help, how help is provided, and to whom (eligibility), and the major helping programs through which help is delivered are emphasized. This class also focuses on international aspects of social welfare as well as political issues. Emphases on the knowledge base introduced in the beginning social work course are continued. This class provides a significant social work knowledge base for all succeeding social work courses.

Furthermore, this particular class attempts to provide an atmosphere of excitement and appreciation for the field of social work and for the opportunity of service. It is anticipated that this foundational course will reinforce the commitment to the profession of social work that has been made by some students and that it will provide an opportunity for career choice clarification for those students who are still in the process of choosing a major field of study.

## **COURSE OBJECTIVES**

*Upon completion of this course, students will be able to:*

1. Define social welfare accurately from a historical and current perspective and develop an understanding of the current policy and socio-cultural issues impacting social welfare in America. (*Program Objectives 4, 8, 9*)
2. Develop an understanding of how decisions are made about who deserves to be helped. (*Program Objectives 2, 4, 8, 9, 10*)
3. Critically discuss common human needs in the context of social and economic justice. (This will be measured by a persuasive argument group activity and policy analysis project) (*Program Objectives 2, 4, 6, 8, 9, 10*)
4. Develop an understanding of social work values and ethics within the larger practice arena. (This will be

- measured by a policy analysis project) (*Program Objectives 2, 3, 4, 6, 8, 9, 10*)
5. Develop a beginning understanding of the complexity of poverty in America. (*Program Objectives 2, 4, 9, 10*)
  6. Categorize specific types of social welfare services. (*Program Objectives 2, 4, 9, 10*)
  7. Understand issues of oppression and marginalization as experienced by a broad range of groups including but not limited to women, older adults, people of color, gays and lesbians. (*Program Objectives 2, 4, 6, 8, 9, 10*)
  8. Demonstrate an awareness of social welfare services regionally. (This will be measured by two social services organization visits) (*Program Objectives 2, 4, 9, 10*)
  9. Develop a beginning understanding of the complexity of social welfare needs and issues from a global perspective. (*Program Objectives 2, 4, 8, 9, 10*)

## **PRIMARY COURSE ASSIGNMENTS (assignment details also available on Blackboard)**

**1. KEY WORDS:** Each chapter lists key vocabulary words linked to the Infotrac College Edition. Students are expected to define these words which are found at the end of each chapter. **1 point per definition.**

**2. CHAPTER EXERCISES:** As assigned in the course schedule, each chapter has “think about it” questions and web exercises to be completed. **5-10 points per chapter exercise.**

**3. GROUP ACTIVITIES:** The first day of class, students will be divided into groups of four. The groups will meet on a regular basis during the course of the semester. Six group activities will be assigned during the semester. **10 points per activity.**

### **A. Policy Analysis Group Project**

As part of the learning process in this course, the focus is on the student developing an understanding of social welfare policy in American Society. Several days during the semester will be devoted to discussing specific policies as assigned in the course outline. Each student group is to select a policy area of interest to them and have it approved by the instructor. The final product for this project must be in the form of a multi-media DVD or CD that is a minimum of five minutes in length; this project will be incorporated into the E-Portfolio. **This project is worth 100 points** and must include the following components:

1. Definition of social justice and application (one page) 10 pts
2. Summary of policy area and rationale (one page) 10 pts
3. Historical overview of policy area and current status of policy in this area (two pages) 15 pts
4. Description of types of populations impacted by policy in this area with special attention given to at-risk and diverse populations (two pages) 15 pts
5. Media coverage of this policy area in the past year: must have a minimum of four newspaper or magazine articles with a paragraph summary for each article (two pages) 15 pts
6. Role of the social worker in influencing an affecting change in this policy area including specific tasks a social worker could do in the policy arena to improve the impact of this policy area on populations served (two pages) 20 pts
7. Letter to a legislator on findings from project (one to two pages) 5 pts
8. Make a global comparison – discuss comparisons and findings (one page) 10 pts
9. Sources cited. A minimum of ten sources must be cited; you may use four magazine or news paper articles and you must have four research articles 20 pts

Some ideas for incorporating multimedia components into the project include, but are not limited to:

- Clips of news casts related to the topic
- Interviews with an individual affected by the policy
- Interviews with social workers
- Interviews with the public regarding personal views on the topic
- A slideshow with background music

For the paper, please use APA formatting including only twelve point font, double spaced pages, a cover page, and sources cited page. This project should be at least ten pages long not including the cover and sources cited page. This assignment will be carried out in stages. Details will be given during the first week of school. The final exam in this course is a presentation of the completed project DVD or CD that will be shown to your peers and critiqued by them and the course instructor.

**4. LETTER TO A LEGISLATOR:** You will write a sample letter to a legislator to advocate for or against an issue impacting yourself or consumers in your community. **10 points.**

**5. INDIVIDUAL AGENCY COMPARE & CONTRAST PAPER:** You will visit two local social services organizations (faith-based social service, non-profit organization, child care, home health care, or nursing home for example) of your choice (one must be for profit and the other a non-profit). You will learn as much as you can about the organizations. These papers should be completed following APA formatting including only twelve point font, double spaced pages, a cover page and must be between six pages in length. You must also attach a confirmation of your visit from an agency representative on agency letterhead for full credit. **This project is worth 65 points** and must include the following components:

1. The background of each organization (one page) 5 pts
2. The goals of each organization (one page) 5 pts
3. What are the funding sources for each organization (1/2 page) 5 pts
4. What are the perceived and actual attitudes of the providers towards the client population(s) each organization serves (one page) 10 pts
5. Link new information you learned from this project with content from the course textbook (one page) 10 pts
6. Talk with an employee and, if possible, a consumer in each organization (one page) 10 pts
7. Compare and contrast differences between the two organizations (two pages) 15 pts
8. What have you learned from this experience (1/2 page) 5 pts

**6. SUPPLEMENTAL BOOK CHAPTER SUMMARIES/REACTIONS:** You are required to read the supplemental text *The Mole People: Life in the tunnels beneath New York City*. Assigned chapters and dates will be given. The outline for each summary is found in the appendix. One page summaries of assigned chapters are due at specified times. It is your responsibility to read this supplemental text.

**7. DIVERSITY EXPERIENCE:** Select an on-campus or community activity that exposes you to a dimension of diversity you are not familiar with and would like to learn more about. Complete the Diversity Experience Form in the appendix and attach a flyer/program from the experience and turn it in to the course instructor. Post reflections about your experience on Blackboard (one to two paragraphs in length) discussing what you learned, what you were uncomfortable with, how you will incorporate this experience into your overall learning this semester. **This experience is worth 15 points.**

**EVALUATION/ASSESSMENT (the process is ongoing, uses continuous feedback from multiple sources, reflection, and focuses on connections and application)**

<b>Grading:</b>	<b>A      90-100</b> <b>B      80-89</b> <b>C      70-79</b> <b>D      60-69</b> <b>F      Below 60</b>	<b>Grades are averaged as follows:</b>
		Assignments & Exercises      20%
		Interview I                              25%
		Interview II                              25%
		Research Module                      10%
		Older Adult Interview                15%
		Attendance <u>5%</u>
		<b>100%</b>

**QUIZZES:** A two to five point quiz will be given in class every day; the quiz will be over the assigned reading. The quizzes may be short answer, essay, multiple choice, and/or definitions. In addition, there will be a ten to fifteen point quiz over each chapter.

**EXAMS:** Two exams will be given throughout the study of this course. The first exam will cover content from chapters one through nine of the main textbook; the final exam will be a presentation of the Policy Analysis Project DVD or CD.

Assignments are due at the **beginning** of class. Late assignments may be handed at the end of the class period. Assignments are considered late five minutes after class begins and the grade will be reduced by 10%.

Late assignment grades are reduced by 10% for each part of a day or day that they are late (1 day = 10%; 2 days = 20% etc.). **NO ASSIGNED WORK WILL BE ACCEPTED LATER THAN ONE WEEK AFTER THE DUE DATE.**

## **ATTENDANCE**

Promptness and dependability are part of professional life. Each student is expected to attend and to be prompt for class. This policy is designed to encourage and reinforce these professional characteristics. Attendance comprises 5% of the total grade. Three unexcused absences are permitted without penalty. The fourth absence will result in a lowering of the final grade by one letter grade.

- Three tardies equal one unexcused absence (A student is considered tardy once the attendance sheet is taken up by the class instructor).
- Absences are excused for illness, (physician's documentation required) authorized school trips/activities, or emergencies beyond the student's control.

If the student misses a class, it is the responsibility of the student to acquire any missed information from a student in attendance.

**COURSE SCHEDULE (T 5:30pm – 8:00pm)**

DATE	IN – CLASS	ASSIGNMENT(S)	DUE
Aug. 22	<ul style="list-style-type: none"> <li>• Ice breaker</li> <li>• Discussion of how this course fits into the overall social work curriculum</li> <li>• Syllabus review; discussion of major course assignments</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapter 1 main textbook</li> <li>2. Define the Infotrac key words (p. 22)</li> <li>3. Complete the web based exercise (p. 23)</li> <li>4. Locate two websites about social justice (must have some type of definition of social justice)</li> <li>5. Printout one page from the website and bring to class.</li> <li>6. Read Chapter 2 main textbook</li> <li>7. Define the Infotrac key words (p. 51)</li> <li>8. Complete question one in the web based exercises (p. 51)</li> <li>9. Locate a website providing current information about poverty in the USA and a website providing current information about global poverty. Print out the main page and bring to class for discussion.</li> <li>10. Prepare a topic for the policy analysis project to submit for approval (complete topic analysis form in appendix)</li> </ol>	
Aug. 29	<p>Weekly Quiz – Chapters 1 &amp; 2</p> <p><b>Ch. 1: <i>Social justice and social workers</i></b></p> <ul style="list-style-type: none"> <li>• Social justice defined</li> <li>• Social justice: themes for micro practice</li> <li>• Social workers and social justice</li> <li>• Assignment to student groups</li> </ul> <p>Small Group Activity #1: <i>Defining Social Justice</i></p> <p>In your small group:</p> <ul style="list-style-type: none"> <li>• Create a working definition of social justice and one activity or task you can do together as a group to promote social justice</li> <li>• This definition and activity will need to be included in the group policy project</li> </ul> <p><b>Ch. 2: <i>The government's role</i></b></p> <ul style="list-style-type: none"> <li>• Philosophical perspectives and contemporary politics</li> <li>• Levels and branches of government</li> <li>• Privatization</li> <li>• US Tax System</li> <li>• Role of government in the pursuit of social justice</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapters 1-3 in supplemental textbook</li> <li>2. Complete a supplemental book chapter summary paper on Chapters 1-3</li> <li>3. Read Chapter 3 main textbook</li> <li>4. Define the Infotrac key words (p. 90)</li> <li>5. Respond to “Think About It” #5</li> </ol>	<ol style="list-style-type: none"> <li>1. Infotrac key words (p. 22)</li> <li>2. Web based exercise (p. 23)</li> <li>3. Printout(s) from the social justice web sites</li> <li>4. Infotrac key words (p. 51)</li> <li>5. Web based exercise question one (p.51)</li> <li>6. Printout(s) from poverty web site(s)</li> <li>7. Completed topic analysis form</li> </ol>
Sep. 05	<p>Weekly Quiz – Chapter 3</p> <ul style="list-style-type: none"> <li>• Discussion of supplemental textbook Chapters 1-3</li> <li>• Assignment to groups for persuasive</li> </ul>	<ol style="list-style-type: none"> <li>1. In assigned groups, prepare persuasive argument on social policy issue agreed upon by the class as a whole (see outline in appendix)</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed supplemental chapter summary paper on Chapters 1-3</li> <li>2. Infotrac key words (p. 90)</li> </ol>

	<p>argument exercise</p> <p><b>Ch. 3: <i>Social justice and social workers</i></b></p> <ul style="list-style-type: none"> <li>• Defining policy practice</li> <li>• Research for policy practice</li> <li>• Policy analysis approaches and process</li> <li>• Social justice framework for policy analysis</li> <li>• Advocacy skills</li> <li>• Preparing, composing, and delivering arguments</li> <li>• Negotiation and compromise</li> </ul> <p>Small Group Activity #2: <i>Persuasive Argument Exercise</i></p> <p>In your small group</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>This definition and activity will need to be included in the group policy project</p>	<ol style="list-style-type: none"> <li>2. Prepare a topic for the policy analysis project to submit for approval (complete topic analysis form in appendix)</li> <li>3. Read Chapter 4 main textbook</li> <li>4. Define the Infotrac key words (p. 123)</li> <li>5. Respond to “Think About It” #2</li> <li>6. Prepare items #1 and #2 of Policy Analysis Project</li> </ol>	<ol style="list-style-type: none"> <li>3. Response to “Think About It” #5</li> </ol>
Sep 12	<p>Weekly Quiz – Chapter 4</p> <p><b>Ch. 4: <i>The social security act</i></b></p> <ul style="list-style-type: none"> <li>• Collective responses to social problems</li> <li>• Social insurance in Western Europe</li> <li>• Social security in the USA</li> <li>• Old age and survivor’s benefits for workers</li> <li>• Unemployment insurance</li> <li>• Disability insurance</li> <li>• Medical insurance</li> <li>• Means-tested programs under the Social Security Act</li> <li>• Health and Social Services</li> <li>• TennCare</li> <li>• Advocacy skills</li> </ul> <p>Small Group Activity #3: <i>Relationship Between Poverty and Illness</i></p> <p>In your small group</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>This definition and activity will need to be included in the group policy project</p>	<ol style="list-style-type: none"> <li>1. Read Chapters 4-6 in supplemental textbook</li> <li>2. Complete a supplemental book chapter summary paper on Chapters 4-6</li> <li>3. Read Chapter 5 main textbook</li> <li>4. Define the Infotrac key words (p. 169)</li> <li>5. Respond to “Think About It” #2</li> <li>6. Prepare item #3 of Policy Analysis Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed persuasive argument.</li> <li>2. Completed topic analysis.</li> <li>3. Infotrac key words (p. 123)</li> <li>4. Response to “Think About It” #2</li> <li>5. Completed items #1 and #2 of Policy Analysis Project</li> </ol>
Sep. 19	<p>Weekly Quiz – Chapter 5</p> <ul style="list-style-type: none"> <li>• Discussion of supplemental textbook Chapters 4-6</li> <li>• Poverty Simulation Group Exercise</li> </ul> <p><b>Ch. 5: <i>Poverty</i></b></p> <ul style="list-style-type: none"> <li>• Defining poverty</li> <li>• Critiques of the poverty threshold</li> <li>• Values and beliefs about poverty and the poor</li> <li>• Culture of poverty</li> <li>• Public interventions to prevent or alleviate</li> <li>• British approaches</li> <li>• American approaches</li> <li>• Programs for America’s poor</li> <li>• Medicaid, food stamps, TANF</li> <li>• Housing assistance</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapter 6 main textbook</li> <li>2. Define the Infotrac key words (pp. 207-208)</li> <li>3. Respond to “Think About It” #2</li> <li>4. Prepare item #4 of Policy Analysis Project</li> <li>5. Read Chapters 7-9 in supplemental textbook</li> <li>6. Complete supplemental book chapter summary paper on Chapters 7-9</li> <li>7. Read Chapter 7 main textbook</li> <li>8. Define the Infotrac key words (p. 236)</li> <li>9. Complete the web based exercise and bring printouts to class</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed supplemental book chapter summary paper on Chapters 4-6</li> <li>2. Infotrac key words (p. 169)</li> <li>3. Respond to “Think About It” #2</li> <li>4. Completed item #3 of Policy Analysis Project</li> </ol>

	<ul style="list-style-type: none"> <li>• Minimum wage</li> <li>• Characteristics of America's poor</li> <li>• Inequality in the USA</li> <li>• Work as an antipoverty strategy</li> </ul>		
Sep. 26	<p>Weekly Quiz – Chapter 6 &amp; 7</p> <p><b>Ch. 6: <i>Physical illness</i></b></p> <ul style="list-style-type: none"> <li>• History of public health interventions in the USA</li> <li>• Federal health agencies</li> <li>• Federal financing of health care</li> <li>• Growth of the health industry</li> <li>• Public health investments and returns</li> <li>• Vulnerable groups in an affluent nation</li> <li>• Modern epidemics and global government</li> <li>• Fundamental dilemmas in US health care policy</li> <li>• Health care reform proposals</li> <li>• Social work roles in health care policy</li> </ul> <p><b>Ch. 7: <i>Mental illness</i></b></p> <ul style="list-style-type: none"> <li>• Defining mental illness</li> <li>• Values and beliefs about mental illness</li> <li>• Historical development of interventions for mental illness</li> <li>• National Mental Health Act of 1946</li> <li>• Community mental health movement</li> <li>• Mental illness in the US today</li> <li>• “De facto” mental health service system</li> <li>• Social workers in the mental health system</li> <li>• Emerging policy issues</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare item #5 of Policy Analysis Project</li> <li>2. Read Chapter 8 main textbook</li> <li>3. Define the Infotrac key words (p. 252)</li> <li>4. Complete the web based exercise and bring printouts to class</li> <li>5. Complete first site visit. Assignment Number 5</li> <li>6. Read Chapter 9 main textbook</li> <li>7. Define the Infotrac key words (p. 296)</li> <li>8. Respond to “Think About It” #5</li> </ol>	<ol style="list-style-type: none"> <li>1. Infotrac key words (pp. 207-208)</li> <li>2. Response to “Think About It” #2</li> <li>3. Completed item #4 of Policy Analysis Project</li> <li>4. Completed supplemental book chapter summary paper on Chapters 7-9</li> <li>5. Infotrac key words (p. 236)</li> <li>6. Completed web based exercise</li> </ol>
Oct. 03	<p>Weekly Quiz – Chapters 8 &amp; 9</p> <p><b>Ch. 8: <i>Disability</i></b></p> <ul style="list-style-type: none"> <li>• Defining disability</li> <li>• Brief history of policies affecting people with disabilities</li> <li>• Addiction as a disability</li> <li>• Vocational training</li> <li>• Education for children with disabilities</li> <li>• ADA</li> <li>• Current realities affecting people with disabilities</li> </ul> <p><b>Ch. 9: <i>People of color</i></b></p> <ul style="list-style-type: none"> <li>• Defining race and ethnicity</li> <li>• Theories about racism</li> <li>• The role of government – racism and public policy</li> <li>• An historical overview of people of color in the USA</li> <li>• African-Americans</li> <li>• Hispanic-Americans</li> </ul>	<ol style="list-style-type: none"> <li>1. Review Chapters 1-9 for examination</li> <li>2. Prepare item #6 of Policy Analysis Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed item #5 of Policy Analysis Project</li> <li>2. Infotrac key words (p. 252)</li> <li>3. Completed web based exercise</li> <li>4. Completed first site visit paper. Assignment 5</li> <li>5. Infotrac key words (p. 296)</li> <li>6. Response to “Think About It” #5</li> </ol>

	<ul style="list-style-type: none"> <li>• Asian-Americans</li> <li>• Native-Americans</li> <li>• Policies affecting people of color</li> <li>• Immigration policy</li> <li>• Affirmative action</li> <li>• Hate crime legislation</li> <li>• English-only legislation</li> <li>• Standardized testing</li> </ul>		
Oct. 10	<p>Examination Chapters 1-9 When you have finished your examination, you may be excused to go and work on the following two activities: Small Group Activity #4: <i>Video Project</i> In your small group:</p> <ul style="list-style-type: none"> <li>• Videotape an interview with an individual/family/group affected by policy examined in the Policy Analysis Project</li> </ul> <p>This definition and activity will need to be included in the group policy project</p>	<ol style="list-style-type: none"> <li>1. Read Chapter 10 main textbook</li> <li>2. Define the Infotrac key words (p. 317)</li> <li>3. Respond to “Think About It” #1</li> <li>4. Complete second site visit. Assignment Number 5</li> <li>5. Read Chapter 11 main textbook</li> <li>6. Define the Infotrac key words (p. 350)</li> <li>7. Respond to “Think About It” #3</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed item #6 of Policy Analysis Project</li> </ol>
Oct. 17	<p>Weekly Quiz – Chapters 10 &amp; 11 <b>Ch. 10: <i>Gay, lesbian, bisexual, and transgendered individuals</i></b></p> <ul style="list-style-type: none"> <li>• Defining homosexuality</li> <li>• Legal issues affecting gays and lesbians</li> <li>• Marriage and family formation</li> <li>• Discrimination by employers and organizations</li> <li>• Anti-gay violence and hate crime legislation</li> <li>• HIV/AIDS and social policy</li> <li>• Transgendered individuals</li> <li>• Social workers, social justice, and gay rights</li> </ul> <p><b>Ch. 11: <i>Children</i></b></p> <ul style="list-style-type: none"> <li>• Changing conceptions of childhood</li> <li>• Children as assets</li> <li>• Children as students</li> <li>• Modern educational reforms</li> <li>• Children as victims</li> <li>• Children as villains</li> <li>• Policy and practice issues</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapters 10-12 in supplemental book</li> <li>2. Complete a supplemental book chapter summary paper</li> <li>3. Read Chapter 12 main textbook</li> <li>4. Define the Infotrac key words (p. 384)</li> <li>5. Complete web based exercise #2</li> </ol>	<ol style="list-style-type: none"> <li>1. Infotrac key words (p. 317)</li> <li>2. Response to “Think About It” #1</li> <li>3. Completed second site visit paper. Assignment Number 5</li> <li>4. Infotrac key words (p. 350)</li> <li>5. Response to “Think About It” #3</li> </ol>
Oct. 23-24	<b>University Closed</b>	<b>Fall Break</b>	<b>No Classes</b>
Oct. 31	<p>Weekly Quiz – Chapter 12</p> <ul style="list-style-type: none"> <li>• Discussion of supplemental book Chapters 10-12</li> </ul> <p>Small Group Activity #5 <i>We and Thee</i> In your small group:</p> <ul style="list-style-type: none"> <li>• Stereotyping activity</li> </ul> <p>This definition and activity will need to be included in the group policy project</p> <p><b>Ch. 12: <i>Women</i></b></p> <ul style="list-style-type: none"> <li>• Women as wives and mothers</li> <li>• Reproductive rights</li> <li>• Violence against women</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapter 13 main textbook</li> <li>2. Define the Infotrac key words (p. 415)</li> <li>3. Respond to “Think About It” #4</li> <li>4. Prepare a paper on the Diversity Experience Activity #7 (syllabus outline)</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed supplemental book chapter summary paper on Chapters 10-12</li> <li>2. Infotrac key words (p. 384)</li> <li>3. Completed web based exercise #2</li> </ol>

	<ul style="list-style-type: none"> <li>• Women as workers</li> <li>• Contemporary workforce issues</li> <li>• Women in the military</li> <li>• Equal Rights Amendment</li> <li>• Women in the social work profession</li> </ul>		
Nov. 07	<p>Weekly Quiz – Chapter 13 Small Group Activity #6 In your small group:</p> <ul style="list-style-type: none"> <li>• This definition and activity will need to be included in the group policy project</li> </ul> <p><b>Ch. 13: <i>The elderly</i></b></p> <ul style="list-style-type: none"> <li>• Defining old age</li> <li>• Cultural perspectives on old age in colonial America</li> <li>• Changing perspectives on old age in American society</li> <li>• Early programs and policies for the elderly</li> <li>• Modern attitudes towards the elderly</li> <li>• Social and demographic factors affecting the elderly</li> <li>• Modern programs and policies for elderly Americans</li> <li>• Public policies and private pensions</li> <li>• Healthcare for the elderly</li> </ul> <p>Social work with the elderly</p>	<ol style="list-style-type: none"> <li>1. Read Chapter 14 main textbook</li> <li>2. Define the Infotrac key words (p. 434)</li> <li>3. Respond to “Think About It” #4</li> </ol>	<ol style="list-style-type: none"> <li>1. Infotrac key words (p. 415)</li> <li>2. Response to “Think About It” #4</li> <li>3. Diversity Experience Activity paper based upon #7 (syllabus outline)</li> </ol>
Nov. 14	<p>Weekly Quiz – Chapter 14 <b>Ch. 14: <i>A glance toward the future</i></b></p> <ul style="list-style-type: none"> <li>• Globalization and global governance</li> <li>• Inequality and US workers</li> <li>• US Labor policy</li> <li>• Contrasting visions of social welfare</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare items #7, #8, and #9 of Policy Analysis Project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Infotrac key words (p. 434)</li> <li>2. Response to “Think About It” #4</li> </ol>
Nov. 21-26	<b>University Closed</b>	Thanksgiving Break	No Classes
Nov. 28	Policy Analysis Project presentations begin	Policy Analysis Project presentations will continue weekly through Finals	1. Completed Policy Analysis Project presentations begin
Dec. 06-12	<b>University Open</b>	Final Exams	No Classes

# **APPENDIX**

**SUPPLEMENTAL TEXT REACTION OUTLINE**

STUDENT NAME  
Supplemental Text  
Summary/Reaction {Chapter(s)}  
DUE: (Date)

**SUMMARY OF CHAPTER (key points):**

**PERSONAL REACTION (what I learned cognitively and behaviorally):**

**HOW I WILL APPLY THIS TO MY PROFESSIONAL EXPERIENCE:**

## Persuasive Argument Outline

Setting up a persuasive argument for either a presentation or paper can take many different forms. The following outline is simple, yet effective strategy to present and defend a persuasive argument.

1. Introduction – Inform the reader/listener about the issue at hand. State the facts that surround the situation.
2. State your case – Discuss why your way is the best way. Share evidence and expert opinions supporting your position.
3. Examine and refute the opposition – It is vital that you recognize and discredit opposing views. Look for flaws, loopholes, and reasons to reject other suggestions. If there are positive aspects of the opposing view, point them out, but compare them to the overall benefit of your case.
4. Reconfirm your position – Now it is time to review the main points of your arguments. Be sure to address any items that may have come while refuting the opposition.
5. Conclude that your position is superior – Be confident in your closing that your way, is indeed, the only way based upon all the information just provided.

### Utilize the Three Argumentative Appeals, Aristotle’s methods of convincing: Reason (logos), Ethics (ethos) or Emotion (pathos)

- **Reason** (*logos*) – support your general claims with concrete, specific data.
  - Reason which begins with specifics and moves toward a generalization is **inductive**. *Example: Several clubs have reported difficulty completing their business during lunch period. This proves that lunch periods should be longer.*
  - Reason which starts with a general observation and moves to specifics is **deductive**. *Example: When people hurry, inefficiency and poor communication are the results. Under current conditions clubs must hurry at lunch time meetings. Therefore, lunch period should be lengthened to allow for better club meetings.*
  - Use two or three different strong reasons to support your argument.
  - Support your reasons with evidence.
    - *Facts* – can be proven.
    - *Expert opinions* or quotations
    - *Definitions* – statement of meaning of word or phrase
    - *Statistics* – offer scientific support
    - *Examples* – powerful illustrations
    - *Anecdote* – incident, often based on writer’s personal experiences
    - *Emotional appeals* – to provide support for reasons, carefully chosen *loaded words*, carrying positive or negative connotations, sway readers’ emotions
    - *Present opposition* – and give reasons and evidence to prove the opposition wrong
    - *Conclude with call to action* – urge the reader to do something
- **Ethics** (*ethos*) – convince your readers that you are fair, honest, and well informed. They will then trust your values and intentions.

- Avoid over-use of negatively charged loaded words.
- **Emotion** (*pathos*) – a carefully reasoned argument will be strengthened by an emotional appeal.
  - Use description or narrate an example, often from your own experience.
  - Your point of view is demonstrated in an emotional appeal, and is important to the reader.
  - Careful word choice presents your position accurately.
  - See Mark Antony’s speech from *Julius Caesar* as an example of emotional appeal.

Source: <http://www.hhs.helena.k12.mt.us/Teacherlinks/Oconnorj/persuasion.html>

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