

APR 13 2012

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE

New Course Course Prefix Change Course Deletion
 Course Revision Course Number &/or Title Change Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 448 Social Welfare Policy

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

Current program name

Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	10/18/10
Department Chair(s)	<i>Alex Hel</i>	11-8-10
College Curriculum Committee Chair	<i>Gail Sechrist</i>	11/17/10
College Dean	<i>A Ann</i>	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Edele Reilly TECC Curr</i>	4/10/12
	<i>A Ann</i>	4/10/12
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/13/12

* where applicable

Received

APR 13 2012

Liberal Studies

Received

SEP 21 2011

Liberal Studies

Received

DEC 9 2010

Liberal Studies

Syllabus of Record
SOC 448 Social Welfare Policy

I. Catalog Description

Prerequisite: SOC 151

3c-01-3cr

Focuses on the formation of social welfare programs in the U.S., current social policy issues, and debates between conservative, liberal, and social democratic policy analysts. Special attention drawn to various social problems and a range of social policies designed to ameliorate the economic disadvantages of single individuals, single parents, and two-parent families. Also devoted to understanding the relationship between social policy, research, and implementation.

II. Course Outcomes

In this course, students will:

- a) Analyze social welfare policy as well as other controversial social policies;
- b) Assess how political, economic and social ideologies have shaped attitudes;
- c) Utilize basic social welfare concepts;
- d) Explore the relationship of social policy to social service programs;
- e) Evaluate how the attitudes towards persons of color, women, and immigrants have influenced the development of social welfare and other social policies.
- f) Evaluate from a descriptive and analytic perspective policy issues according to ideological, substantive, methodological, and political viability;
- g) Defend substantively their positions on opposing methodological, substantive, and political ideas.

III. Course Outline [Below are example topics and content for this course.]

Week 1 What is Social Welfare Policy?

Developing Social Policy
The Problem-Centered Approach
The Strengths Approach
Formulating Policy Alternatives
Legitimizing Policy

Week 2: The Legacies of Antiquity and Medieval Society

Antiquity: The Poor and the Traditions of Charity
Themes Emerging from Antiquity
Middle Ages Society
The Church and Social Welfare
Feudal Society
Feudalism to Capitalism
Elizabethan Poor Law of 1601

Week 3: Early America: A Time of Need

The Colonists
The Presence of Poverty
Colonial Social Welfare
Outdoor Relief

Indoor Relief
Hospitals
Prisons
Religious and Humanitarian Contributions to Social Welfare

Week 4: Social Realities in the Developing Nation
Federal Welfare for Revolutionary War Veterans
Population and Geographic Expansion
Reform Movements
Caring for the Indigent
Asylum Movement
Child Saving

Week 5: American Industrialization: The Policy of Development
Emancipation and Freedom
Politics and the Economy
Social Welfare and Reconstruction
The State of Affairs of Women
Challenges to Social Welfare
Resistance and Resiliency of the Slave Culture

Week 6: Social Reform in the Progressive Era
The Aftermath of the Civil War
The Evolution of Reform
Early Reform Efforts of the Era
Charity Organization Societies
The Settlement House Movement
The Professionalization of Social Work, Casework, and Welfare in the 1920s
Social Reform Activities: Mother's Pension, Child Labor, Other Social Reform

Week 7: The Emerging Welfare State
Socioeconomic Conditions of the Times
The Response of Private Social Agencies
The Political Arena
Peoples' Art Movement
Federal Works Programs

Week 8: The Social Security Act: The Foundation
Roosevelt and the Relief Effort
The Social Security Act
Principle Criticisms of the Social Security Act
Social Work and the Social Security Act
The New Deal

Week 9: Midterm Evaluation
Complete Discussion of Material to Date

[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]

Midterm Exam

Week 10: The Great Society: A Social Welfare Legacy

Occurrences and Resistance Leading up to Social Reform of the 1960s
 Affluence and Masking Poverty
 Jim Crow Laws
 Other Racial Groups
 Gays and Lesbians
 Poverty, the Disabled, and Public Assistance
 Other Areas of Unrest and Social Reform
 Kennedy Years
 Civil Rights

Week 11: A Nation in Transition

The Conservative Era
 Gains and Losses in Social Policy
 The Transition of the Family
 Distribution of Poverty and Income
 The Racial Income Gap
 Fair Employment Policies

Week 12: Social Welfare Policy in the Wake of Conservatism

The Reagan Administration
 The Bush Administration
 Oppressed/Minority Groups

Week 13: Reforming the Welfare State – Part 1

The Clinton Administration – first term
 Managed Care
 A Republican Victory in Congress
 Medicaid
 Lessons from History: The Move Away from Helping the Poor

Week 14: Reforming the Welfare State – Part 2

The Clinton Administration – second term
 Affirmative Action
 Social Welfare Policy, Social Work and Race in the 21st Century
 Current Social Welfare Reforms

Week 15: Exam Week

Culminating Activity: Examination and/or Presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

1. Abramovitz, Mimi. (1996) *Regulating the lives of women: Social welfare policy from colonial times to the present (rev.ed.)*. Boston: South End Press.
2. Cahn, S. M. & Kasachkoff, T. (2003). *Morality and public policy*. Upper River Saddle, NJ: Prentice Hall.
3. Galbraith, J. K. (1987). *Economics in perspective: A critical history*. Boston: Houghton Mifflin.
4. Harger, H. J., Midgley, J., & Brown, C. B. (eds.). (2003). *Controversial issues in social policy (2nd ed.)*. Boston: Allyn & Bacon.
5. Katz, M.B. (1996) *In the shadow of the poorhouse: A social history of welfare in America (rev. ed.)*. New York: Basic Books.
6. Midgley, James and Livermore, Michelle. (Eds). (2009). *The Handbook of Social Policy (2nd ed.)*. Los Angeles: Sage.
7. Murray, C. (1994). *Losing ground: American social policy, 1950 – 1980 (2nd ed.)*. New York: Basic Books.
8. Popple, P. R. & Leighninger, L. (2001). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. Boston: Allyn & Bacon.
9. Stone, Deborah. (1997). *Policy Paradox: The Art of Political Decision Making*. NY: Norton.
10. Tice, C. J. & Perkins, K. (2002). *The faces of social policy: A strengths perspective*. Pacific Grove, CA: Brooks/Cole.
11. Trattner, W. (2010). *From poor law to welfare state: A history of social welfare in America (8th ed.)*. New York: Free Press.

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an

F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

- Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*, 297-308.
- Albert, R. & Skolnik (2006). *Social Welfare Programs: Narratives from Hard Times*. CA Thompson Wardsworth
- Allen-Meares, P. (1996). The new federal role in education and family services: goal setting without responsibility. *Social Work, 41*, 533-539.
- Allen-Meares, P. & Roberts, E. M. (1995). Public assistance as family policy: Closing off options for poor families. *Social Work, 40*, 559-565.
- Alexander, J. (2003). *Understanding Legal concepts that influence social welfare policy and practice* Pacific Grove, CA: Thompson Learning
- Anderson, S.G., Halter, A.P., & Gryzlak, B.M. (2004). Difficulties after leaving TANF: Inner-city women talk about reasons for returning to welfare. *Social Work, 49*, 185-194.
- Berrick, J. D. (1995). *Faces of poverty: Portraits of women and children on welfare*. Lavallete, NJ: Oxford University Press.
- Blau, J. & Abramovitz (2004). *The dynamics of social welfare public*. NY, NY: Oxford University Press
- Chambers, D. (1998). *Social policy and social programs*
- Dobelstein, A.W. (2003). *Social welfare policy and analysis*. Pacific Grove, CA: Brooks/Cole.
- Ellis, R. (2003). *Impacting social policy: A practitioner's guide to analysis and action*. Pacific Grove, CA: Brooks/Cole.
- Jansson, B. S. (1999). *Becoming an effective policy advocate: From policy practice to social justice*. Pacific Grove, CA: Brooks-Cole.
- Jansson, B. S. & Smith, S. (1996). Articulating a "new nationalism" in American social policy. *Social Work, 41*, 441-450.
- Johnson, A.K. (2004). Social work is standing on the legacy of Jane Addams: But are we sitting on the sidelines? *Social Work, 49*, 319-326.
- Kuo, D. (1997). Poverty 101: What liberals and conservatives can learn from each other. *The Brookings Review*, 36-38.
- Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social

workers. *Social Work*, 50, 231-238. LeCroy, C. W. & Stinson, E. L. (2004). The public's perception of social work: Is it what we think it is? *Social Work*, 49, 164-174.

Midgley, J., Tracy, M., & Livermore, M. (2000). *The handbook of social policy*. Thousand Oaks, CA: Sage Publications.

NASW. (2003). *Social Work Speaks: NASW Policy Statements 2003-2006*. Washington, D.C.: NASW.

Noble, C. (1997). *Welfare as we knew It: A political history of the american welfare state*. Lavallette, NJ: Oxford University Press.

Perlmutter, F. D. (1997). *From welfare to work: Corporate initiatives and welfare reform*. Lavallette, NJ: Oxford University Press.

Popple, P. & Leighninger, L (2001). *The Policy-based profession: An introduction to social welfare policy analysis for social workers (2nd ed.)*. Boston, MA: Allyn & Bacon.

Rank, M. (2005). *One nation, underprivileged: Why American poverty affects us all*. NY, NY: Oxford University Press.

Ramanathan, C. S. & Link, R. J. (1999). *All our futures: Principles & resources for social work practice in a global era*. Pacific Grove, CA: Brooks-Cole.

Rank, M.R. & Hirschl, T.A. (1999). The likelihood of poverty across the American life span. *Social Work*, 44, 201-216.

Seccombe, K. (1999). *So you think I drive a Cadillac*. Boston: Allyn & Bacon.

Segal, E. (1997). *Social welfare policy, programs, and practice*. Pacific Grove, CA: States in comparative perspective. *Social Science Quarterly* 86 (5)

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1. Culture and Cultural Diversity 5. Individuals, Groups and Institutions	(b), (e) (a), (b), (d), (e)	Midterm Evaluation Final Evaluation