University of South Carolina
COLLEGE OF SOCIAL WORK
Social Welfare Policies and Programs
(3 Credits)

Term: Fall 2022
Instructional Method: 100% Web Synchronous
Instructor: Melania Popa Mabe
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Office Hours: by appointment

Section J11 Class Day & Time: Thursday, 6pm to 8:45pm (DWEBS 100% synchronous course)
Section J11 Final Day & Time: December 8, 8:45 pm

BULLETIN DESCRIPTION
This course introduces students to the historical and current context of social welfare policies and programs in the United States, including examination of social inequalities and the processes of social policy development.

COURSE DESCRIPTION
This course provides a historical overview of major social problems and the evolving social contexts, and policies, and programs that have been developed in response, and have led to the current environment for generalist social work practice in the United States. Attention will be paid to the experiences of vulnerable groups, dynamics of social class and inequality, and processes and contexts that facilitate or constrain social change. In this way, students will gain a rich understanding of the ways in which policies, institutions, and organizations shape and respond to complex human needs and issues of social justice.

PREREQUISITES
None

LEARNING OUTCOMES
Students who successfully complete this course will be able to:
1. Describe the historical, philosophical, ideological, political, and economic factors that influence the development of U.S. social welfare policies and programs
2. Describe the impact, responses, and solutions of social and economic policies and programs on diverse, vulnerable, and oppressed population
3. Explain the purpose and role of the social work profession in the development, implementation and maintenance of social welfare programs and policy processes
4. Explain the use of the NASW-Code of Ethics in the development, implementation and maintenance of social welfare programs and policy processes

All learning outcomes in this Distributed Learning course are equivalent to face-to-face (F2F) version of this course.

EPAS COMPETENCIES

Social Work Core Competency		Practice Behavior(s)	Assignment
2.1.1	Identify as a professional social worker and conduct oneself accordingly	Attend to professional roles and boundaries	What Does Social Policy Means to You? Public Education Project
		Demonstrate professional demeanor in behavior, appearance, and communication	Presentation-What Does Social Policy Means to You? Presentation Public Education Project
2.1.2	Apply social work ethical principles to guide professional practice	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	What Does Social Policy Means to You? Public Education Project Current Events
		Apply strategies of ethical reasoning to arrive at principled decisions	What Does Social Policy Means to You? Public Education Project Current Events
2.1.3	Apply critical thinking to inform and communicate professional judgments.	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	How Change in Social Policy Happens? Public Education Project Current Events
		Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	How Change in Social Policy Happens? Public Education Project Current Events
2.1.4	Engage diversity and difference in practice	Recognize the extent to which a culture's structures and values may oppress,	What Does Social Policy Means to You?

		marginalize, alienate, or create or enhance privilege and power	How Change in Social Policy Happens?
		Recognize and communicate their understanding of the importance of difference in shaping life experiences	Public Education Project
		View themselves as learners and engage with whom they work as informants	What Does Social Policy Means to You?
2.1.5	Advance human rights and social and economic justice	Understand the forms and mechanisms of oppression and discrimination	Public Education Project Current Events
		Engage in practices that advance social and economic justice	Public Education Project
2.1.8	Engage in Policy Practice to advance social and economic well-being and to deliver effective social services	Analyze, formulate and advocate for policies that advance social well-being	Public Education Project How Change in Social Policy Happens?
		Collaborate with colleagues and clients for effective policy action	Class Participation
2.1.7	Apply knowledge of human behavior and the social environment	Critique and apply knowledge to understand person and environment	How Change in Social Policy Happens?
2.1.9	Respond to contexts that shape practice	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	How Change in Social Policy Happens? Public Education Project What Social Policy Means to you?
		Provide leadership in promoting sustainable changes	Public Education Project

		in service delivery and practice to improve the quality of social services	How Change in Social Policy Happens?
2.1.10	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	What does Social Policy Means to You?

REQUIRED TEXTBOOKS

Warde, B. (2016). Inequality in U.S. social policy: An historical analysis. New York, NY: Routledge.

Chapters from our book will be made available in BB, the book is also available online through our library.

**Additional readings and/or other class preparation materials (i.e., films, videos, etc.) may be assigned and made available on the course management system (i.e., Blackboard (Bb)).

OTHER SUGGESTED READINGS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

All readings/materials comply with copyright/fair use policies.

COURSE REQUIREMENTS

Course Format

This class is a fully online course and is 100% synchronous (live). Students must be online to be counted present. All students are required to participate in online meetings/lectures at specific days and times (Thursday, 6pm – 8:45 pm). All students are expected to be thoroughly prepared to discuss all assigned readings and to be active discussants: in short, to take significant responsibility for the direction and quality of the seminar. Various methods of instruction may be used, including seminar discussion, small group discussions, in-class exercise, class presentations, video and internet content, and possibly guest speakers.

All students will meet online on Blackboard Collaborate Ultra. To attend the class synchronously, please do the following a few minutes before session begins:
- Log-in to Blackboard and into our course
- On the left-hand side toolbar, you'll find a link to "Blackboard Collaborate Ultra"
- You'll find a link to our weekly class sessions there

Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24-48 hours and will provide feedback on graded assignments within 2 weeks.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues.

Announcements will be posted to this course whenever necessary, and an email will be sent to you as well. If there is any other information that I think is important, I will send it to your email address you have in Blackboard. If you primarily use another email account, you should make sure that the Blackboard account is linked to that address. It is your responsibility to ensure that your email accounts work properly in order to receive mail.

Please be sure that the email you check regularly is set in Blackboard:
- Click on the My USC tab along the top of the page in Blackboard
- In the Tools module, click on "Personal Information"
- Click on "Edit Personal Information"
- Scroll down to the listing for Email
- In the box will be listed what Blackboard has as your email address. If you wish to change it, delete the email address in the box and type in the email address you want to use.
- Click on the Submit button at the top or bottom of the page.

Module Schedule

All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week will begin on a Monday and will end on Sunday and we will have live sessions Thursday, all student are required to attend. Class participation tasks are to be completed by the end of the week, Sunday at midnight. Assignments have various deadlines, see module schedule for due date and time.

In order to complete all module assignments, you will spend about 7 hours per week on the course materials and course-related activities using Blackboard, discussion boards and blogs, and reading and reflecting on the texts. A list of weekly responsibilities/deadlines follows:
- Monday to Thursday:
  - Read assigned text before live session:2 hours
  - Work independently or in groups to complete weekly tasks and assignments: 3 hours
- Thursday
  - Participate in live session: 2 hours 45 min
- Sunday 11:59 PM:
  - Deadline for weekly tasks
  - Submit assignments: 30 minutes

Technology Requirements

When you are attending this class in on-line sessions, you will view the class through Blackboard Collaborate Ultra. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The PowerPoint slides, links to articles, assignments, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the Service Desk (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/service desk.php).

Minimal Technical Skills Needed
Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. Minimal technical skills include the ability to:

- Organize and save electronic files;
- Use USC email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Technical Support
DoIT is providing 24/7 support for Blackboard users across the UofSC system. Technicians will be able to assist with a wide range of Blackboard-related issues, including basic use, how to post and complete assignments, and how to use academic integrity tools such as Safe Assign.

Anyone, from any campus, in need of Blackboard support should call the Division of Information Technology Service Desk at 803-777-1800 and follow the prompts. Assistance with Blackboard is available anytime throughout the day, night, or weekend. The Service Desk can assist with other support issues Monday to Friday from 8 a.m. to 6 p.m.

COURSE ASSIGNMENTS

Public Education Project (30 points)
For your final assignment you will design a resource to educate the public about a social policy issue. This project can be anything of your choosing and on any policy covered in class. A website? A board game? A flyer? A song? A poem? An infographic? An event at USC? An op-ed? The sky is the limit and I encourage you to use your own skills and your own interests to design the project.

Your project will be accompanied by a two page write up that describes the following:
1. What did you design and how will it facilitate public learning?
2. What core concepts from the class does it engage?
3. Why is this important?
4. A reflection of what you learned through this project's development.

See grading rubric for this assignment. Maximum credit will be earned by who meet all expectations below:
1. **WHAT DID YOU DESIGN AND HOW YOUR PROJECT FACILITATE PUBLIC LEARNING?**
* Student provides a clear and concise introduction of the project, followed by a detailed description of their project goal, and strategies they will employ, and expected outcomes.
* Student discuss how their chosen strategies will facilitate public learning, and what changes they hope to see
* Describe the population they are hoping to engage, and provide a persuasive rational for why this audience is targeted to meet the project's goal
* Discuss pros and cons of this approach and other methods they considered.
*

1. **WHAT CORE CONCEPTS FROM THE CLASS DOES YOUR PROJECT ENGAGE?**
* Student discusses at least two core concepts from the course that this project engages.
* Discussion clearly demonstrates understanding of these concepts
* The core concepts discussed are clearly linked to the project (examples, arguments)
* **3.WHY IS THIS IMPORTANT?**
* Student provides a thorough personal account for why they believe this project is important.
* Provides compelling, factual information which supports the need of public learning of this policy.
* Discusses other projects that have attempted to create public learning for this policy and the pros and cons of that project.

4. A REFLECTION OF WHAT YOU LEARNED THROUGH THIS PROJECT'S DEVELOPMENT.
* Student examines what they learned touching on at least three dimensions (e.g., new information, knowledge, new strategies, skills, , values)
* Student reflects on and clearly articulates how personal values and biases impacted/could impact their project.
* Student discusses successes and pitfalls experienced during this project

Whereas the traditional research paper might be a great tool for intellectually engaging on a topic, the format does not always allow students to express their talents effectively. Therefore, instead of a research paper for a final assignment, the public education project is a final class assignment where you choose your topic, you present it in any way you please, and are evaluated on how compelling and effective you are. You have interesting ideas and skills. I hope you apply them in in this assignment.

This assignment allows you to educate the public about any policy you want (although it cannot be the same topic as your "*How Change in Social Policy Happens*" assignment). You can take any approach; you can use as few or as many resources as you wish. The only requirements are that your treatment of the policy be compelling and effective: that is to say you present your chosen policy in a way that leaves the reader more educated.

If projects can be about any policy and there are no restrictions on format and presentation, how are they graded? *Please see the grading rubrics at the end of the document, and use it as a guide in your work.*

The main criterion is how well it all fits together. That is to say how compelling and effective your work is. A public education project is compelling and effective when it shows some combination of the following:

It is accurate, interesting and engaging (it doesn't leave the audience thinking that important points are being skipped over or ignored)

It is readable/watchable/listenable/observable (i.e. the production values are appropriately high and the audience is not distracted by avoidable lapses in presentation)

It is attractive (i.e. it is presented in a way that leads the audience to trust the author and his or her arguments, examples, and conclusions)

See grading rubric for this assignment. Maximum credit will be earned by who meet all expectations below:

Information presented is accurate and relevant
- Project includes accurate detailed information that is properly cited and highly relevant to the project goal
- Student is mindful to use evidence-based data to strengthen their presentation

Presentation is clear persuasive
- It is presented in a way that leads the audience to trust the author: the arguments, and conclusions are logically linked, details and examples are provided
- It is very easy to follow the argument. It is made explicit

Presentation is appealing and engaging
- Student successfully engages students and instructors during presentation
- Student is able to present without reading straight off slides/notes
- Student demonstrate complete ownership of the presentation

If you can write whatever you want and present it in any way you wish, is this not going to be a lot easier to do than an 'actual' research paper? The answer is no. These projects are not going to be easier than a traditional research paper. They have fewer rules to remember and worry about violating (actually there are no rules). But are more challenging in that you need to make your own decisions about what you are going to discuss and how you are going to discuss it.

How Change in Social Policy Happens (15 points)
For this assignment students can opt for one of the following essays:

Essay about a key personality in social work that marked a significant change in social policy. The students will write about a person(s), either contemporary or historical, who influenced the social policy (e.g., Ronald G. Lewis, Dorothy Height, Grace Abbott, Josephine Shaw Lowell, Whitney M. Young Jr. Helen Hall, Florence Kelly, Frances Perkins, Julia Lathrop, Harry Hopkins, Wilbur Cohen, Mary van Kleek). The essay should provide the following information:

Justification – why the student chose this personality to write about

What strategies were employed (writing, organizing, advocating), what new ideas were promoted, and what forms of social actions were taken under his/her leadership; which strategies were successful and what strategies did not work and why;

What is the legacy of the chosen personality's work for social policy, social work and promoting social justice? What lessons can be learned?

See grading rubric for this option and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:

Introduction
- Compelling introduction of the personality chosen: relevant biographical info shared, key qualities and strengths highlighted
- Clearly articulate key contributions to change in social policy

Social Change Strategies Analysis
- Two strategies employed are identified and described in detail
- Strategies are evaluated in the historical, political context and key factors that make them more or less successful are identified and discussed in some detail
- New ideas, ways of understanding a problem and possible solutions proposed by the chosen personality are identified clearly articulated
- Identify key elements of dominant ideology relevant to the cause the chosen personality fights for; and clearly articulate the influence of these factors
- (e.g., views about the target population, views of morality, views about cause of the problem, views about solutions etc.)

Conclusion
- Clearly articulate the legacy of the chosen personality's work for social policy, social work and promoting social justice

- Relate info and ideas learned to current public events/ state of affairs
- Clearly articulate learning reflections (lessons learned)

- Relate new info and ideas learned to everyday personal experience.

Style & Clarity
- All sentences are complete and grammatical.
- All words are chosen for their precise meanings. All new or unusual terms are well-defined.
- Information (names, facts, etc.) is accurate and properly cited

Or

Essay about a social movement of interest (e.g., Women's Suffrage Movement, #MeToo Movement, Black Lives Matter Movement, Disability Rights Movement, Welfare Rights Movement, Gay Rights Movement). The essay should include the following information:

Introduction of the social movement: main goals, context and major accomplishments;

What strategies were employed: what form of social actions were taken, how mobilization to action was achieved, major ideas promoted; what strategies were successful and what strategies did not work out, and why;

Main accomplishments of the social movement: Change in policy, opening to new ideas, improved opportunities, etc.;

Regardless of which option you choose, the essay should be 2 to 4 pages, typed in Times New Roman 12-point font and APA format (abstract not necessary) and should provide citations in APA style.

See grading rubric for this assignment and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:
INTRODUCTION
- Compelling introduction of the social movement chosen
- Main goals of the movement identified and clearly articulate
- Clearly articulate what was achieved and issues still not adequately solved/addressed

SOCIAL CHANGE STRATEGIES ANALYSIS
- Two strategies employed are identified and described in detail
- Strategies are evaluated in the historical, political context and key factors that make them more or less successful are identified and discussed in some detail
- New ideas, ways of understanding a problem and possible solutions advanced by the chosen social movement are identified clearly articulated
- Identify key elements of dominant ideology relevant to the cause the social movement fights for; and clearly articulate the influence of these factors
- (e.g., views about the target population, views of morality, views about cause of the problem, views about solutions etc.)

CONCLUSION

- Clearly articulate the legacy of the social movement to social policy, social work and promoting social justice
- Relate info and ideas learned to current public events/ state of affairs
- Clearly articulate learning reflections (lessons learned)
- Relate new info and ideas learned to everyday personal experience

STYLE AND CLARITY
- All sentences are complete and grammatical.
- All words are chosen for their precise meanings. All new or unusual terms are well-defined.
- Information (names, facts, etc.) is accurate and properly cited

SOME RESOURCES YOU MIGHT FIND USEFUL FOR THIS Assignment:
https://aaswsw.org/wp-content/uploads/2015/12/WP2-with-cover.pdf
https://www.nasw-pa.org/page/192/Black-History-Month---Influential-Social-Workers.htm
https://online.simmons.edu/blog/celebrating-heroes-african-american-social-service-pioneers/
https://www.nps.gov/articles/disabilityhistoryrightsmovement.htm
https://www.washingtonpost.com/opinions/2022/01/01/advanced-placement-history-textbook-women/

What Does Social Policy Mean to You? (10 points)
You will be required to submit and present a poster (either to the class or in small groups) that reflects your personal views on social policy. Through this assignment you will articulate an informed (use class readings) conceptualization of social policy, explore what informs your views on social policy, and critically reflect on how your personal values and views relate to social work as a profession.

Use chapter 1 to learn about various dimensions of social policy. Make sure you are addressing and answering each of the following questions in your poster:

- THEORY (elitist, pluralist, incrementalism, conflict, rational choice) - which theory/ies of social policy development resonate with you; why?
- IDEOLOGY (left, center, right- role of government, market, family)- which of the dominant political ideologies do you embrace, identify with most? How do you see the role of government, and the relationship between government, market and family in meeting social needs?
- KEY POLICIES – what do you believe at the three most pressing social policies? Why?
- PERSONAL REFLECTION-what informs your view on social policy (family, religion, education, etc.)? How do your values align or diverge with social work as a profession? If you are not a social work major or minor, how do your values align or diverge with major?

The poster can be in Power Point (1 to 4 slides) or board format. Your poster should be constructed so that it presents the desired information in a self-explanatory manner. Organize your poster materials using 4 headings that address the 4 points required. You can use images, quotes, personal statements.

See grading rubric for this assignment and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:

THEORY
- Clearly, Identifies and described a theory of social policy development.
- Discusses strengths and weaknesses of the theory.
- Provides and discusses examples of policies that can be understood through that theoretical framework.
- Clearly articulates why the theory chosen resonate with student, discussing values, assumptions and personal experience

IDEOLOGY
- Student provide an detailed description of major ideologies, including values, views of the world, human nature, role of the government;
- Student clearly articulate what principles, values, views they identify with and why.
- Student articulate the relationship between family, market and the government in meeting social needs, and provide examples Demonstrates knowledge of this relationship in the U.S. residual type of welfare state

KEY POLICIES
- Student gives a compelling argument for why the three social polices they have chosen are most important in our current context.
- Student is able to identify and discuss perceived benefits and problems with these three policies
- Student is able to tie in how political ideology influence policies and how opposing political ideologies have responded to these policies.

PERSONAL REFLECTION
- Student makes a point to discuss what informs their view on social policy by discussing family, religion, education, etc.
- Student identifies and discusses both how personal values align and diverge with the social work profession.
- If student is not a SW major/minor, they identify and discuss how their values align and diverge with the SW profession.

POSTER
- Contains four neat slides.
- Uses notes and bullet points
-

What Does Social Policy Mean to You? Class Presentation (5 points)
Each student will present the poster in class. Each student will have 5 to 10 minutes for presentation. Make sure you address all the points and present information that is relevant and could not be included, or that will clarify or explain in depth the messages on your poster. Presentations will be scheduled in 1st day of class.

See grading rubric for this assignment and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:

PRESENTATION
- Student successfully engages students and instructors during presentation
- Student is able to present without reading straight off slides/notes
- Student demonstrate complete ownership of the presentation

- The arguments are logically linked, it is easy to follow the argument. It is made explicit

- Details and examples are provided

How Change in Social Policy Happens (15 points)

For this assignment students can opt for one of the following essays:

Essay about a key personality in social work that marked a significant change in social policy. The students will write about a person(s), either contemporary or historical, who influenced the social policy (e.g., Ronald G. Lewis, Dorothy Height, Grace Abbott, Josephine Shaw Lowell, Whitney M. Young Jr. Helen Hall, Florence Kelly, Frances Perkins, Julia Lathrop, Harry Hopkins, Wilbur Cohen, Mary van Kleek). The essay should provide the following information:

Justification – why the student chose this personality to write about

What strategies were employed (writing, organizing, advocating), what new ideas were promoted, and what forms of social actions were taken under his/her leadership; which strategies were successful and what strategies did not work and why;

What is the legacy of the chosen personality's work for social policy, social work and promoting social justice? What lessons can be learned?

See grading rubric for this option and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:

Introduction
- Compelling introduction of the personality chosen: relevant biographical info shared, key qualities and strengths highlighted
- Clearly articulate key contributions to change in social policy

Social Change Strategies Analysis
- Two strategies employed are identified and described in detail
- Strategies are evaluated in the historical, political context and key factors that make them more or less successful are identified and discussed in some detail
- New ideas, ways of understanding a problem and possible solutions proposed by the chosen personality are identified clearly articulated
- Identify key elements of dominant ideology relevant to the cause the chosen personality fights for; and clearly articulate the influence of these factors
- (e.g., views about the target population, views of morality, views about cause of the problem, views about solutions etc.)

Conclusion
- Clearly articulate the legacy of the chosen personality's work for social policy, social work and promoting social justice
- Relate info and ideas learned to current public events/ state of affairs
- Clearly articulate learning reflections (lessons learned)

- Relate new info and ideas learned to everyday personal experience.

Style & Clarity
- All sentences are complete and grammatical.
- All words are chosen for their precise meanings. All new or unusual terms are well-defined.
- Information (names, facts, etc.) is accurate and properly cited

Or

Essay about a social movement of interest (e.g., Women's Suffrage Movement, #MeToo Movement, Black Lives Matter Movement, Disability Rights Movement, Welfare Rights Movement, Gay Rights Movement). The essay should include the following information:

Introduction of the social movement: main goals, context and major accomplishments;

What strategies were employed: what form of social actions were taken, how mobilization to action was achieved, major ideas promoted; what strategies were successful and what strategies did not work out, and why;

Main accomplishments of the social movement: Change in policy, opening to new ideas, improved opportunities, etc.;

Regardless of which option you choose, the essay should be 2 to 4 pages, typed in Times New Roman 12-point font and APA format (abstract not necessary) and should provide citations in APA style.

See grading rubric for this assignment and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:
INTRODUCTION
- Compelling introduction of the social movement chosen
- Main goals of the movement identified and clearly articulate
- Clearly articulate what was achieved and issues still not adequately solved/addressed

SOCIAL CHANGE STRATEGIES ANALYSIS
- Two strategies employed are identified and described in detail
- Strategies are evaluated in the historical, political context and key factors that make them more or less successful are identified and discussed in some detail
- New ideas, ways of understanding a problem and possible solutions advanced by the chosen social movement are identified clearly articulated
- Identify key elements of dominant ideology relevant to the cause the social movement fights for; and clearly articulate the influence of these factors
- (e.g., views about the target population, views of morality, views about cause of the problem, views about solutions etc.)

CONCLUSION
- Clearly articulate the legacy of the social movement to social policy, social work and promoting social justice
- Relate info and ideas learned to current public events/ state of affairs
- Clearly articulate learning reflections (lessons learned)
- Relate new info and ideas learned to everyday personal experience

STYLE AND CLARITY
- All sentences are complete and grammatical.
- All words are chosen for their precise meanings. All new or unusual terms are well-defined.
- Information (names, facts, etc.) is accurate and properly cited

Current Events Assignment (15 points)
For this assignment students can opt for one of the following:

Option 1: Current Events (2 events)
Each student will collect information and review in writing, two (2) current events found through a **reliable news source** – no Facebook, twitter, Instagram, etc.

Each review should be at least 2 pages in length and are to be typed in APA format and referencing (no title page or abstract is required).

Each review should include the following:

A short review of what the news source indicates;

Discuss how the information relates to social policy, the course readings, and class discussions;

Describe the population(s) of people affected by the event;

Discuss the values and ethics represented in the presentation of the information using course readings and class discussions.

**The current events can be events that related to any topics covered in the class, however, the two current events cannot be about the SAME policy/social problem. Also, an event is current if it happens within the last 6 months.

See grading rubric for this assignment and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:
OVERVIEW
- Clearly and concisely introduce the topic, the news source and why is relevant to social policy

SUMARY OF NEWS SOURCES
- Provides a detailed summary of the news source content

ANALYSIS OF NEWS SOURCE
- Identify population, groups most affected by event and use knowledge/ data about inequality to reflect on why this population is most affected
- Evaluates the credibility of argument/message by checking for sources cited, and checking alternative sources
- Evaluate news content for use of loaded language, stereotypes, balanced or one -sided to reflect on and discuss values, and biases implicit or explicit in the
- point of view presented

- Analyze, discuss the message conveyed by the news source by employing social policy concepts, and lenses to ask policy relevant questions
- Conclude with reflection on the role of media in influencing social policy.

CONCLUSIONS
- Drawing on the analysis conclusion address the relationship between social policy and media, the role of media in influencing social policy

STYLE & CLARITY
- All sentences are complete and grammatical. All words are chosen for their precise meanings. All new or unusual terms are well-defined. Key concepts and theories are accurately and completely explained. Information (names, facts, etc.) is accurate and properly cited

OR

Option 2: Current Events and Media Bias Paper

For this assignment, each student will select a current social problem/social policy/event related to a social problem/policy that appears in a **news source** – no Facebook, twitter, Instagram, etc. The problem/policy/event can be anything related to any topics covered in the class and must have occurred/been written about between June 1, 2019 to present day.

Once the specific problem/policy/event identified, you will locate coverage of it from **three different news sources** – one that is considered neutral or balanced, one that is left of center, and one that is right of center. See the media bias chart for more details on news sources and how they are classified (https://www.adfontesmedia.com/interactive-media-bias-chart/).

The paper must be at least 5 pages in length and should be typed in APA format and referencing (no abstract is required). Details on what to include in the paper are below.

A short review of the problem/policy/event including information on the persons affected. The review should also discuss how the information relates to course readings and class discussions. (approximately 1-1.5 pages)

For each news source, discuss (approximately 1 page per source):
- Values represented in the presentation of information using course readings and class discussions
- Depth of the information provided – cover just the basics or background information as well?
- Loaded language? Stereotypes?
- What sources are included?
- What is the point of view? Balanced? One-sided? Biased?
- Summary/Conclusion (approximately 0.5 pages)

See grading rubric for this assignment and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:
OVERVIEW

- Clearly and concisely introduce the topic, the three news source
- Convincingly articulates the relevance of this event to social policy
- Elaborate a position about the role of media in general in influencing social policy

SUMMARY OF NEWS SOURCES
- Provides an overview of the event, summarizing content from all 3 sources, indicating aspects of the event each news sources highlighted or left out
- Recognize population, groups most affected by event and discuss the extent to which the three different news sources consider, give voice, represents the interest of this group or other groups

ANALYSIS OF NEWS SOURCES
- Evaluates the credibility of argument/message checking for sources included (for all 3 news sources) , and the depth of information provided
- Evaluate news content for use of loaded language, stereotypes, balanced or one -sided points of view (all 3 news sources)
- Reflect on and discuss values, and biases implicit or explicit in the point of view presented (all 3 news sources)
- Analyze differences in messages conveyed by the 3 different news source and based on this comparison articulate 2 main insights
- on the role of media in influencing social policy.

CONCLUSIONS
- Articulate main insights gained from their analysis of three different media sources to address the relationship between social policy and media, the role of media in influencing social policy

STYLE & CLARITY
- All sentences are complete and grammatical. All words are chosen for their precise meanings. All new or unusual terms are well-defined. Key concepts and theories are accurately and completely explained. Information (names, facts, etc.) is accurate and properly cited
-

Class Participation (15 points)
The instructor expects students to engage actively in online class discussions. The participation grade reflects the student's active engagement in and contributions to the class. Participation in all class sessions is critical for the learning process in this course. For that reason, students are expected to attend all class sessions. Weekly readings are outlined in this syllabus. Students are expected to complete all readings and come to class prepared to participate in discussions about the readings and the weekly topics. Almost each week (see Course Calendar) students are required to submit a post in Discussion Board in BB, describing the most important take away from that week learning experience. Each post will be credited 1 point, except the final post which will be credited 5 points. There are 13 takeaway prompts in the course calendar, but students are required to submit a total number of 10 to meet the requirement. Total points possible:15 (10 X1+5). Students are welcome to submit more than 10 takeaways, extra credit will be granted for each additional submission after 10.
See grading rubric for this assignment and use it as a guide in your work. Maximum credit will be earned by who meet all expectations below:
- Student makes use of readings, using key concepts and ideas from content covered
- Student engages the new ideas, reflect on them, make personal observations
- Student links content covered to personal experience, real life examples

Final Exam (10 points)

The final exam will consist of 10 questions from the material covered during the semester. Through the semester, a list of questions for the final exam will be started, students being encouraged to submit their own questions. This will be an open book final, and questions will be made available to students 2 weeks before exam date. The answer to the questions will be submitted in blackboard on the date of the exam.

ASSIGNMENTS	Points
Public Education Project	30
How Change Happens in Social Policy?	15
Current Events Assignment	15
What Social Policy Means to You?	10
Class Presentation – What Social Policy Means to you?	5
Final Exam	10
Class Participation	15
TOTAL	**100**

GRADING SCALE
100-93 = A, 92-88 = B+, 87-80 = B, 79-78 = C+, 77-70 = C, 69-68 = D+, 67-60 = D, Below 60 = F

RECYCLING COURSE MATERIALS
The use of previous semester course materials is not allowed in this course. This applies to papers homework, projects, quizzes, exams, or other course materials. Because these aids are not available to all students within the course, their use by any individual student undermines the fundamental principles of fairness and disrupts your professor's ability to accurately evaluate your work. Any potential violations will be forwarded to the Office of Student Conduct and Academic Integrity for review. The work turned in for this class should be originally written with APA proper citations, by you and you alone, specifically for this class.

APA STYLE & ASSIGNMENT SUBMISSION
All written assignments will be evaluated for accomplishment of the objectives of the assignment, organization, and clarity of discussion, demonstration of the ability to integrate and critically apply course content, and correct spelling, grammar, and accurate use of the Publication Manual of the American Psychological Association, Seventh Edition (https://apastyle.apa.org/products/publication-manual-7th-edition). All assignments are to be typed and formatted to adhere to APA requirements. The blackboard site has helpful websites also for you to write papers in APA format. All papers and assignments may be examined by plagiarism software to determine they are original works, and not previously used, purchased, or copied from the internet or other sources. It is your responsibility to read USC and College of Social Work policies related to academic honesty, and the APA guide related to proper citation. Copying and pasting from any source, without proper citation, is considered academic dishonesty.
Assignments are due on the dates designated.

All assignments must be submitted by the due date and time set forth in the course calendar unless prior arrangements have been made with the instructor. Late assignments will result in a 10% deduction per calendar day the assignment is late; assignments will not be accepted after the seventh calendar date it is late resulting in a zero (0) for that assignment. As a general policy, the instructor will not review early drafts, but will allow rewrites, one re-write per assignment.

EXPECTATIONS FOR BEHAVIOR
Please be considerate of your colleagues. Once class begins, please be sure that your cell phone, and anything else that beeps, rings, or makes noise is on mute. The discussion in social work courses is often complex and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others.

Reflecting the world in which social workers practice, we are likely to cover controversial issues in the course. Our mutual responsibility is to engage in respectful, constructive discussion, in a safe—if not necessarily comfortable—classroom environment. If a particular discussion and/or content from assigned course reading, videos, or other sources raises questions or concerns, students are encouraged to raise the issue in class and/or with the instructor.

You should remember that information shared in class is confidential. Please see the NASW Code of Ethics regarding confidentiality and peer consultation. We will be using examples from your experience in field and other social work settings to enrich our class experience, please be advised that this information is strictly confidential and should never be shared outside the classroom.

ATTENDANCE
The College of Social Work follows the University Undergraduate Bulletin policy, which states:

> *Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur.*
>
> *Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the registrar's Web site (http://registrar.sc.edu/).*
>
> *It must be emphasized that the "10 percent rule" stated above applies to both excused and unexcused absences.*
>
> *The following events or circumstances may be potentially excusable absences:*

- *participation in an authorized University activity (such as musical performances, academic competitions, or varsity athletic events in which the student plays a formal role in a University sanctioned event)*
- *required participation in military duties*
- *mandatory admission interviews for professional or graduate school which cannot be rescheduled*
- *participation in legal proceedings or administrative duties that require a student's presence*
- *death or major illness in a student's immediate family*
- *illness of a dependent family member*
- *religious holy day if listed on www.interfaithcalendar.org*
- *illness that is too severe or contagious for the student to attend class*
- *weather-related emergencies*

Instructor Specific Policies
Students with an attendance rate lower than 50 % cannot pass this course and do not qualify for an Incomplete grade either.
To qualify for an incomplete in this course you have to attend minimum 50% of online classes.
To get a passing grade in this class you must attend at least 60% of online classes.
Two absences allowed without penalties. For more than two absences, student will have to complete make up work. If student do not submit make-up work for missed classes a penalty of 3 points will be applied to the final grade, for each missed class without make up work completed.

STUDENT DISABILITIES
Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Student Disability Resource Center (https://sc.edu/about/offices_and_divisions/student_disability_resource_center/; phone 803-777-6142). All accommodations must be approved through the Student Disability Resource Center - instructors cannot give students accommodations based on disability unless they have registered with this office. Instructors also cannot make any retrospective accommodations for students so be sure to register with this office in a timely fashion if you need any such accommodations. It is your responsibility as a student to register with this office if you wish your disability to be considered in this class.

CAROLINIAN CREED
The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed (https://www.sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php). Academic and civil discourse are the cornerstones of the educational system and crucial to individual growth.
As a Carolinian:

- I will practice personal and academic integrity;
- I will respect the rights and dignity of all persons;
- I will respect the rights and property of others;
- I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
- I will demonstrate concern for others, their feelings and their need for conditions which support their work and development.

HONOR CODE

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code.

Two important components of the Honor Code:
- Faculty members are required to report potential violations of the Honor Code to the Office of Student Conduct and Academic Integrity.
- When a student is uncertain as to whether conduct would violate the Honor Code, it is their responsibility to seek clarification from the appropriate faculty member.

To clarify your understanding of the Honor Code, use these resources:
- Academic Integrity Tutorial [video]
- Instructor's office hours
- The Purdue Online Writing Lab
- The Writing Center
- University Libraries: Citation Basics

Your enrollment in this class signifies your willingness to accept these responsibilities and uphold the Honor Code of the University of South Carolina. Please review the Honor Code available at https://www.sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/documents/honor_code.pdf. Any deviation from this expectation will result in a grade of zero for that assignment and a referral to the Office of Student Conduct and Academic Integrity.

The following examples illustrate conduct that violates the Honor Code, but this list is not intended to be an exhaustive compilation of conduct prohibited.
- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Unauthorized use of another person's work without proper acknowledgment.

- Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.

CLASS CONDUCT/NETIQUETTE
Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:
- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. ENGL 287) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

COPYRIGHT/FAIR USE STATEMENT
I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

NASW CODE OF ETHICS

Students in the College of Social Work are expected to demonstrate professional and academic responsibility at all times and are bound by the NASW Code of Ethics. The NASW Code of Ethics (https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english) states "Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception." One of the values on which the Code of Ethics is based is that of integrity and one of the ethical principles derived from this value is "Social workers behave in a trustworthy manner."

INDIVIDUAL CONSULTATION

The instructor is available to meet with you for individual consultation throughout the course of the semester (see office hours). If you are having difficulty with the course material or assignments, you should schedule an appointment to see the instructor as soon as possible so that additional assistance can be offered as appropriate. Any questions about how scores were calculated should be discussed with your instructor as soon as possible.

MODULE SCHEDULE / COURSE CALENDAR

DATES	TOPIC	ASSIGNMENTS	Due Date
START HERE/ **Course Introduction Module:** Thursday, Aug 18 6pm- 7:20pm	Overview of the course and introductions ● o Read Syllabus o Post and Self-Introductions in Bb o Post and answers questions about syllabus, course in Course Café	Connect with fellow students. Post a self-introduction in Bb	
Module 1: **Conceptual Framework** Thursday, Aug 18 7:25 pm -8:45 pm	What Is Social Policy? Social Policy Development ● o Read Warde, B.: Chapter 1, p.1-18		
Sunday Aug 21	Student Take Away #1	Post in Discussion in BB your most important take away	Aug 21, 11:59 pm
Thursday, Aug 25 6pm- 7:20pm	Historical Overview of Social Policy Development in the United States Watch: Legacies of Social Change: 100 Years of Professional Social Work in the United States (NASW Social Work History, Retrieved Aug 8, 2022) https://youtu.be/a4VzRSnksmA?t=74 (53 min)		
Thursday, Aug 25 7:25 pm -8:45 pm	Historical Overview of Social Policy Development in the United States Read Warde, B.: Chapter 2		

	See Power Point Presentation in BB		
Sunday, August 28	Student Take Away #2	Post in Discussion in BB your most important take away	Aug 28, 11:59 pm
Thursday, Sep 1 6pm- 7:20pm	Theories of Social Policy Development Process Read Warde, B.: Chapter 1, p.31-36		
Thursday, Sep 1 7:25 pm -8:45 pm	Theories of Social Inequalities Read Warde, B.: Chapter 4		
Sunday, Sep 4	Student Take Away #3	Post in Discussion in BB your most important take away	Sep 4, 11:59 pm
Thursday, Sep 8 6pm- 7:20pm	What Does Social Policy Mean to You? Student Presentations	**Present assignment in class** **Submit first assignment "What Social Policy Means to You" in BB by 8 am**	
Module 2: Introduction to Social Inequality in the U.S. Thursday, Sep 8 7:25 pm -8:45 pm	Social inequality in the U.S. (race, ethnicity, gender) Read Warde, B.: Chapter 3, p.66 -98		
Sunday, Sep 11	Student Take Away #4	Post in Discussion in BB your most important take away	Sep 11, 11:59 pm
Thursday, Sep 15 6pm- 7:20pm	Social inequality in the U.S. (social class, sexual orientation/identity, disability) Read Warde, B.: Chapter 3, p.98 121		
Sunday, Sep 18	Student Take Away #5	Post in Discussion in BB your most important take away **Submit 2nd assignment How Change in Social Policy Happens?**	Sep 18, 11:59 pm
Module 3: Historical and Contemporary Analysis Thursday, Sep 15 7:25 pm -8:45 pm	Child Welfare Policies in Historical Perspective Read Warde, B.: Chapter 12, p.420 -433 SEE Announcement page		

Thursday, Sep 22 6pm- 7:20pm			
Thursday, Sep 22 7:25 pm -8:45 pm	Dorothy Roberts, acclaimed scholar of race, gender, and the law in conversation with GCSW Dean Alan Dettlaff to discuss [Torn Apart: How the Child Welfare System Destroys Black Families—And How Abolition Can Build a Safer World](), her highly anticipated work that culminates 25 years of investigating racism in family policing and calls for a radically reimagined way to support children and their families		
Sunday, Sep 25	Student Take Away #6 (Child Welfare)	Post in Discussion in BB your most important take away	Sep 25
Thursday, Sep 29 Wellness Day			
Sunday, Oct 2		Post in Discussion in BB your most important take away **Submit 3nd assignment by 11:59 pm**	Oct 2, 11:59pm
Thursday, Oct 6 6pm- 7:20pm	Health Policies in Historical Perspective Read Warde, B.: Chapter 9, p.287-304		
Thursday, Oct 6 7:25 pm -8:45 pm	Health Policies in Historical Perspective Read Warde, B.: Chapter 9, p.304-331		
Sunday, Oct 9	Student Take Away #8	Post in Discussion in BB your most important take away	Oct 9, 11:59 pm
OCTOBER 13 No Class – FALL BREAL Oct 13 & 14			
Thursday, Oct 20 6pm- 7:20pm	Criminal Justice System Inequality in Historical Perspective Watch:13th - Documentary –Mass Incarceration https://youtu.be/K6IXQbXPO3I		
Thursday, Oct 20 7:25 pm -8:45 pm	Criminal Justice System Inequality Read Warde, B.:Chapter 10, p 339 -363		
Sunday, Oct 23	Student Take Away #9	Post in Discussion in BB your most important take away	Oct 23, 11:59 pm
Thursday, Oct 27 6pm- 7:20pm	Immigration Policies in Historical Perspective		

	Read Warde, B., Chapter 5, p.141 -151		
Thursday, Oct 27 7:25 pm -8:45 pm	Education Inequality and Education Policy in Historical Perspective Read Warde, B., Chapter 11, p.372-396		
Sunday, Oct 30	Student Take Away #10	Post in Discussion in BB your most important take away	Oct 30, 11:59 pm
Thursday, Nov 3 6pm- 7:20pm	Education Inequality and Education Policy Read Warde, B., Chapter 11, p.396-405		
Thursday, Nov 3 7:25 pm -8:45 pm	Environmental Racism and Environmental Policies Read Banzhaf, Spencer, Lala Ma, and Christopher Timmins. 2019. "Environmental Justice: The Economics of Race, Place, and Pollution." *Journal of Economic Perspectives*, 33 (1): 185-208.DOI: 10.1257/jep.33.1.185 Watch: https://youtu.be/OPB5RzReilY		
Sunday, Nov 6	Student Take Away #11	Post in Discussion in BB your most important take away	Nov 6, 11:59 pm
Thursday, Nov 10 6pm- 7:20pm	Labor Market Inequalities and Policies in Historical Perspective • o Read Warde, B. Chapter 8, p247 - 259		
Thursday, Nov 10 7:25 pm -8:45 pm	Watch: "1912 Lawrence Textile Strike - Lecture at the Ipswich Museum" https://youtu.be/BevRi9Ce0vA (50 min)		
Sunday, Nov 13	Student Take Away #12	Post in Discussion in BB your most important take away	Nov 13 11:59 pm
Thursday, Nov 17 6pm- 7:20pm	The American Safety Net – Welfare Policies for Low Income Families in Historical Perspective • o Read Warde, B.: Chapter 6, p.184-191		
Thursday, Nov 17 7:25 pm -8:45 pm	The American Safety Net – Welfare Policies for Low Income Families in Historical Perspective • o Read Warde, B.: Chapter 6, p.191-211		
Sunday, Nov 20	DUE: Public Education Project- post in BB		Nov 20, 11:59 pm
NO Class Nov 23 – THANKSGIVING BREAL NOV.23 TO NOV 27			
LAST DAY OF CLASS Thursday, Dec 1 6pm- 7:20pm	Review of Course Content		

Thursday, Dec 1 7:25 pm -8:45 pm	Student Presentations	DUE: Public Education Project Presentation	Dec 1
Sunday, Dec 4	Student Take Away #13	Post in Discussion in BB your most important take away for this semester	Dec 4, 11:59 pm
Dec 8, 8:45pm **FINAL EXAM**			

Please SEE GRADING RUBRICS FOR ASSIGNMENTS in Bb