

Instructor's Manual and Test Bank

for

Stern and Axinn

Social Welfare

A History of the American Response to Need

Eighth Edition

prepared by

Gloria Aguilar

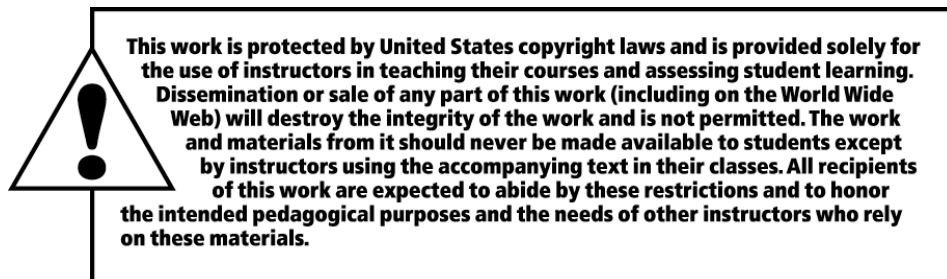
Florida Agricultural and Mechanical University

Pearson Education

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Copyright © 2012, 2008, 2004 Pearson Education, Inc., One Lake Street, Upper Saddle River, NJ 07458. All rights reserved. Manufactured in the United States of America. The contents, or parts thereof, may be reproduced with *Social Welfare: A History of the American Response to Need*, Eighth Edition, by Mark J. Stern and June Axinn, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without written permission from the copyright owner. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, 501 Boylston Street, Suite 900, Boston, MA 02116, or fax your request to 201-236-7575.

10 9 8 7 6 5 4 3 2 1 16 15 14 13 12



ISBN-10: 0-205-00193-9
ISBN-13: 978-0- 205-00193-4



CONNECTING CORE COMPETENCIES SERIES

Connecting Core Competencies: A Workbook for Social Work Students

Quenton Nichols, *Kennesaw State University*

Available in 2 versions:

MySocialWorkLab and Printed Workbook

MySocialWorkLab version:

Contains hundreds of questions that test student knowledge of CSWE's core competencies!

Bundle with any Pearson Social Work text at no extra charge; also sold standalone.

- A complete **etext** of the Nichols workbook (see below) with:
 - Audio file of the text
 - Note-taking & Highlighting features
- **Numerous Videos** illustrating CSWE's Core Competencies with assessment
- **75+ cases** with assessment
- **Career interviews**
- Assessment that feeds into your **Gradebook** so you can track student progress
- And More



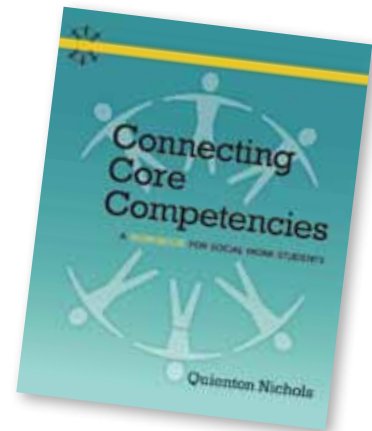
Printed Workbook version:

Contains hundreds of questions that test student knowledge of CSWE's core competencies!

Bundle with any Pearson Social Work text; also sold standalone.

Each chapter covers one of CSWE's 10 core competencies and includes:

- Detailed explanation of the competency
- Assessment questions that test student knowledge and mastery of skills in the competency-
 - multiple choice questions
 - What Would You Do?: Case Vignette Scenarios and questions
 - reflective essay questions



www.pearsonhighered.com/showcase/swcccs/workbook



MySocialWorkLab website helps students develop and master practice behaviors articulated in CSWE's core competencies.

Features include:

- **NEW! Hundreds of assessment questions**, organized by each competency. Most are written in a similar format as on the licensing exam.
- Complete **eText with audio files** and **chapter tests**
- **Numerous videos** demonstrate the practice behaviors in CSWE's core competencies.
- MySocialWorkLibrary—**75 case studies**, each with accompanying assessment
- A **Gradebook** that **allows you to monitor student progress** on all assessment questions on the site
- **MySearchLab**—a collection of tools that **aid students in mastering research assignments and papers**
- **And much more!**

MySocialWorkLab can be bundled at no extra cost with any Pearson social work text. Contact your sales representative for details.

Contents

Sample Syllabus	vii
Chapter 1 Introduction	1
Chapter 2 The Colonial Period: <i>1647—1776</i>	14
Chapter 3 The Pre-Civil War Period: <i>1777—1860</i>	25
Chapter 4 The Civil War and After: <i>1860—1900</i>	37
Chapter 5 Progress and Reform: <i>1900—1930</i>	47
Chapter 6 The Depression and the New Deal: <i>1930—1940</i>	60
Chapter 7 War and Prosperity: <i>1940—1968</i>	73
Chapter 8 Conservative Resurgence and Social Change: <i>1968—1992</i>	86
Chapter 9 Social Welfare and the Information Society: <i>1992—2011</i>	99

Sample Syllabus

Enclosed you will find a sample syllabus. This is a great starting point if you are new to using this text. We encourage you to modify this syllabus to include your college or university policies and regulations regarding attendance, plagiarism, etc.

In this manual, you will find a PDF copy of the syllabus and we have also enclosed a Word document modifiable copy for your convenience.

The following sample syllabus is just that, a sample. Please do not feel obliged to use this syllabus when teaching this text as we understand every professor has his or her own methodology when it comes to their students and classroom.

[insert university name here]

[Insert course name here]

[insert course number here]

Professor:
Office Number/Location:
Office Hours:

Phone:
Email:
Course Meeting Times:

COURSE DESCRIPTION

This course introduces the student to the history of social welfare from the period of the the Elizabethan Period and its influence on the American Social Welfare System. Students will be exposed to the development of American social welfare policies from the 1700's to the present. The role of politics and economics will be critically examined. In addition, students will become familiar with the political process and the role that the individual citizen can play in influencing policies, including lobbying and monitoring legislation.

STUDENT LEARNING OBJECTIVES/OUTCOMES

This course will address the following knowledge, values, and skills objectives:

- Knowledge Objectives:
 - The historical evolution of social welfare policies and programs;
 - The dynamics and consequences of social and economic injustice in social policies;
 - The patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression in social policies;
 - The role of people of color and women in influencing social welfare policies;
 - The political process of how an idea becomes a law and;
 - The impact political processes and power dynamics have on the policy process.
- Values Objectives:
 - The values that impact policy conceptualization, formation, implementation, and evaluation;
 - The impact that social welfare has had on populations at risk, including people of color, gays/lesbians, persons with disabilities, women, and the elderly
- Skills Objectives:
 - Participation in the political process which may include lobbying, monitoring the bureaucracy, or working in a campaign;
 - Analyzing the impact of social, political, and economic factors in social welfare policies

REQUIRED TEXT

Axinn, J. & Stern, M. J. (2008). *Social welfare: A history of the American response to need*, 7th ed. Boston: Pearson.

Recommended Texts

Haynes, K. S. & Mickelson, J. S. (2010). *Affecting change: Social workers in the political arena*, 7th ed.. Boston: Allyn & Bacon.

ASSIGNMENTS (5 REQUIRED, BUT CAN GO UP TO 8 ASSIGNMENTS)

A. Internet Assignment I (50 points)

Go to www.congress.gov. Identify your current US Congressman and your two US Senators. **Hint:** Look on your Voter Registration Card to find your Congressional District. What is their political party? Which committees do they sit on? Do your elected officials have committee assignments that could make them influential on issues that are important to you? If yes, which committee and issue and why? If not, identify two elected officials who sit on committees which focus on issues of importance to you and provide their name, political party, and the district/state they represent and why the issue is important to you. This is to be a 3-5 page typed, double-spaced paper with a cover page.

B. Internet Assignment II (50 points)

Find your elected State Representative and Senator. **Hint:** Look on your Voter Registration Card to find your districts. What is their political party? Which district do they represent in terms of geographic area? Which committees do they sit on? Do your elected officials have committee assignments that could make them influential on issues that are important to you? If yes, which committee and issue and why? Write a letter to your State Representative or Senator on an issue that is important to you and submit a copy of the letter with this assignment. This entire assignment is to be a 3-5 typed, double-spaced paper with a cover page.

C. Political Involvement (100 points) – (During Election Years Only)

Students will be required to participate in the political election process by volunteering to work in a political campaign for **at least 20 hours**. After the **Primaries**, certain races will be identified in which students may become involved. These can be at the National, State, or Local level. Go to www.xxxxcountyxx.gov/elect for local races and to <http://elections.xxxxxxxx.com/> for state races. These websites will provide information on contacting the candidates' campaign office for volunteering. Students may also contact the State Democratic Party or State Republican Party to volunteer.

A journal will be maintained which will include the dates and times you worked, with a brief description of the activities in which you were involved on that date. **A letter from the candidate or campaign manager or campaign treasurer on campaign letterhead will be required** to indicate your contribution as a volunteer. This letter is due _____ .

D. Observation of Policy-making (100 points)

Students will be required to observe policy-making in action. You may choose to observe one meeting of the following: City Commissioners, County Commissioners, County School Board, or any Commissioner or School Board meeting of a surrounding community. **A typed, double-spaced 5 to 6 page paper will be submitted which answers the following questions in a narrative format. Each question is to be answered as thoroughly as possible.**

- (1) Which group did you observe? What was the gender and racial breakdown of the officials?
- (2) When and where was the meeting held? Was the meeting handicapped accessible?
- (3) Agenda: What was discussed at the meeting? (Please get an official copy at the meeting, have it signed by your representative, and submit with your report)
- (4) Which members were present? Absent? Did your representative actively participate in the discussions?
- (5) How many members of the general public were present? Which issues seemed to be of interest for the audience? Which issues did people speak on? How many spoke out on each issue? Which “side” of the issue seemed to have the most support? What type of strategies were used by the speakers (stories; data; posters, etc)? Do you think they were effective? Would you have used the same tactic or would you have used a different one and why?
- (6) How were the deliberations of the government officials? Cordial? Combative? Was it democratic or did one or two seem to control the discussion? If one or two seemed to control the discussion, who were they? Why do you think this happened?
- (7) What was the outcome of the meeting? In other words, did the officials vote or did they delay the issues for another meeting? If so, why?
- (8) What were your general impressions of the process? Did you learn anything from the experience? If yes, what? If no, why? Was the process what you thought it would be?
- (9) Now that you have observed policy in the making, do you think that you will continue to attend meetings in the future? Why or why not?

E. Current Events Journal (100 points)

Students will maintain a weekly journal for this class. Each week, students are to find two newspaper articles each week which concern social welfare issues at the local, state, national, and international level. Students are to print/cut out the articles and paste them to a separate sheet of paper. On another page, students are to summarize each article and discuss its implications to social work and to social welfare. Who benefits? Who pays? Who is targeted? What is the theory behind the article? Students are to begin this assignment during the first week of class. Please use a three prong folder for your articles, using separate sections for local, state, national, and international articles. Bring your folder to class each week as you will be randomly selected to discuss one of your articles with the class. At the end of the semester, you are to have a minimum of five articles for each level.

GRADING

In general, a course grade of “C” represents an acceptable level of work, meaning that the minimum requirements have been met. A course grade of “B” represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An “A” is awarded only in the cases of both outstanding efforts and quality in the required products.

Grades will be awarded on the following basis:

A = 90 to 100% of possible points B = 80 to 89% of possible points
C = 70 to 79% of possible points D = 60 to 69% of possible points

Students will have a choice as to how they would like to earn their course grade. Students must inform the instructor on the attached form no later than **September 13th**. This will be your contract for your grade earning opportunity. Please note that all options require the Campaign assignment.

- **Option One:** Complete all of the assignments and take all the exams.
- **Option Two:** Complete each of the assignments and take only the final.
- **Option Three:** Complete only the Journal assignment and take all the exams.

Evaluation for course grades will be computed according to the following point values and option selected

Examination One	100 points
Examination Two	100 points
Examination Three	100 points
Comprehensive Final Exam	200 points
Internet Assignment I	50 points
Internet Assignment II	50 points
Policy Observation	100 points
Current Events Journal	100 points

COURSE OUTLINE

Week 1: Introductions and Expectations

Introduction to class and review of syllabus

Should Social Workers be Political? Chp 1 “All Social Work is Political” and Chp 4

“Social Work Values vs. Politics” in Haynes and Mickelson

Week 2: Policy and Politics

The Practitioner’s Influence on Policy; Chp 6 in Haynes and Mickelson

Social Workers as Politicians: Chp 12 in Haynes and Mickelson

Week 3: The Beginning of Social Welfare

Internet Assignment I Due Monday!

Ancient Greeks and Romans; Henrician Poor Laws; Elizabethan Poor Laws

Week 4: Social Welfare in America

Chapter 1 – Introduction

Week 5:

Chapter 2 – The Colonial Period 1647-1776

Week 6:

Internet Assignment I Due Monday!

Exam One`

Week 7:

Chapter 3 – The Pre-Civil War Period: 1777-1860

Week 8:

Chapter 4 – The Civil War and After: 1860-1900

Week 9:

Chapter 5 – Progress and Reform: 1900-1930

Week 10:

EXAM TWO

Chapter 6 – The Depression and the New Deal: 1930-1940

Week 11:

Chapter 6 (continued)

TUESDAY IS ELECTION DAY! VOTE!

Discussion of Election Results and Volunteering Experience

Week 12:

POLITICAL INVOLVEMENT DUE ON WEDNESDAY

Chapter 7 – War and Prosperity: 1940-1968

Week 13:

Chapter 8 – Conservative Resurgence and Social Change: 1968-1992

Week 14:

Chapter 9 – Social Welfare and the Information Society: 1992-2007

Policy Observation Assignment Due!

FINAL EXAM – TBA

Chapter 1

Introduction

CHAPTER SUMMARY

The focus of this introductory chapter highlights the social, cultural, political, and economic contexts of social welfare history in the United States. That history has been marked by efforts to create greater opportunity and less oppression and discrimination in an increasingly diverse American society. The diversity in values, economic, and political ideologies has resulted in a complex web of social welfare policies and programs that have been implemented and reformed over time. Financial and social realities have continuously required policy compromises that challenge the centrality of the family in social welfare, tendencies toward nativism, and negative attitudes about dependency. All of these dilemmas are explored in this chapter.

CORE COMPETENCIES IN THIS CHAPTER

Competencies in bold are addressed significantly in this chapter.

Professional Identity	Ethical Practice	Critical Thinking	Diversity in Practice	Human Rights & Justice
Research Based Practice	Human Behavior	Policy Practice	Practice Contexts	Engage, Assess, Intervene, Evaluate

CHAPTER OBJECTIVES

- Students will develop an understanding of the factors which have affected social welfare policies over time.
- Students will develop an understanding of the role that economics plays in the politics of social welfare.
- Students will understand the conflicts between majority and minority groups and their influence on social welfare policies.

SUGGESTED DISCUSSION PROMPTS

1. Pioneer social workers struggled between social change and individual adjustment. As a social work student, what does this statement mean to you? Can you think of a situation that you have already faced which challenged your personal beliefs and professional ethics?
2. The 20th century was proclaimed the Century of the Child, yet approximately one-fifth of US children live in poverty today. Why do you believe the United States seems to have failed its children? Which programs for children do you believe are the most controversial and why?
3. Why are Americans today so fearful of new immigrants? As a result, what measures have already been taken to address these fears? What new proposals are being discussed by current politicians?
4. Which view of human nature best describes today's approach to social welfare policy? Are more policies being proposed which are incremental or rational? Punitive or rewarding?
5. Why does the United States not have a comprehensive family policy? What policies are in place in the US which seem to address family issues? Are these existing policies sufficient?

SUGGESTED CHAPTER ACTIVITIES AND ASSIGNMENTS

1. Using the internet, find a comprehensive family policy for a European, Asian, African, and South American country. In small groups, have students review one of these policies. Have them identify and discuss aspects of their policy that they believe that Congress should consider if Congress were proposing a comprehensive US family policy. Discuss why they selected those aspects and their application to the US. Finally, have the whole class discuss why these other countries have a comprehensive family policy and why the US does not.
2. Have students find current US demographic data that highlights the percentage of individuals living at or below the poverty level. Focus on individuals aged 65 and older, children, single-parent and two-parent households, and individuals without children. Have students find the same information for any other developed country. What similarities or differences did they discover? What does this say about America?