



Instructor's Manual and Test Bank

for

Popple and Leighninger

Social Work, Social Welfare, and American Society

Eighth Edition

prepared by

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Nyack College

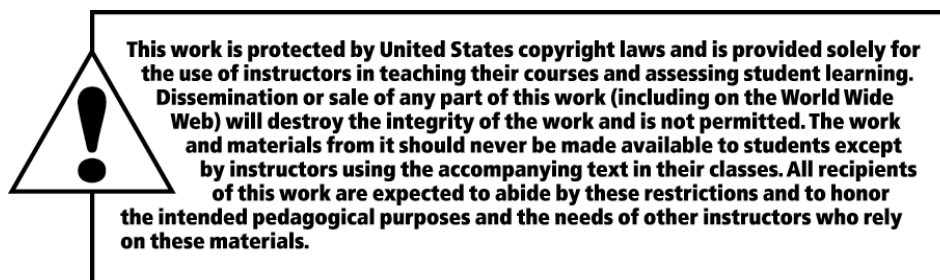
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CONNECTING CORE COMPETENCIES SERIES

Current Listing of Supplements Associated With Connecting Core Competencies Series Titles

		IM	TB	PPTs	MyTest	Assess Yourself
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Intro	DuBois/Miley <i>Social Work, 7e</i>	✓	✓	✓	✓	✓
Intro	Marx/Broussard/Hopper/Worster <i>Social Work and Social Welfare, 1e</i>	✓	✓	✓	✓	✓
Intro	Popple/Leighninger <i>Social Work, Social Welfare, and American Society, 8e</i>	✓	✓	✓	✓	✓
Policy	Cummins/Byers/Pedrick <i>Policy Practice for Social Workers, Updated 1e</i>	✓	✓	✓	✓	✓
Policy	Popple/Leighninger <i>The Policy Based Profession, 5e</i>	✓	✓	✓		✓
Generalist Practice	Miley/O'Melia/DuBois <i>Generalist Social Work Practice, Updated 6e</i>	✓	✓	✓	✓	✓
HBSE	Schrivier <i>Human Behavior and the Social Environment, 5e</i>	✓	✓	✓	✓	✓
Research	Dudley <i>Research Methods for Social Work, Updated 2e</i>	✓	✓	✓		✓
Field	Birkenmaier/Berg-Weger <i>The Practicum Companion, 3e</i>	✓				✓
Field	Garthwait <i>The Social Work Practicum, 5e</i>	✓				✓



MySocialWorkLab is a dynamic website offered with **every Connecting Core Competencies Series text** providing a wealth of resources geared to help students develop and master the skills articulated in CSWE's core competencies—and improve their grades in their Social Work courses.

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SAMPLE SYLLABUS

[INSERT UNIVERSITY NAME HERE]

[INSERT COURSE NAME HERE]

[INSERT COURSE NUMBER HERE]

Professor:

Office Number/Location:

Office Hours:

Professor Phone:

Professor Email:

Course Meeting Times:

COURSE DESCRIPTION

Examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character focusing on social and economic injustice in the United States Undergraduate Course Descriptions 300 of America. Also discusses the impact of social welfare policies on clients, agencies, service delivery, and social work practice.

STUDENT LEARNING OBJECTIVES/OUTCOMES

- Understand the history and current patterns of social welfare policies from economic, political, ideological, and social perspectives. (EP2.1.8)
- Understand economic, political, and organizational systems. (EP2.1.8)
- Recognize how social welfare policies have differentially impacted oppressed and marginalized populations, such as people of color, women, and low-income persons. (EP2.1.4)
- Differentiate between various sources cited and understand the elements and correct syntax of APA citation for a wide range of resources. (EP2.1.3)
- Critically analyze organizational, local, state, national, and international trends in social welfare policies. (EP2.1.3)
- Engage in opportunities to address oppression and discrimination through social and economic justice in the policy arena. (EP2.1.5)
- Analyze the results of policy research relevant to social service delivery. (EP2.1.6)
- Interpret social welfare policy and social service delivery issues to elected and appointed officials, to recipients of social services, and to leaders of social welfare institutions. (EP2.1.5)
- Extend initial synthesis, at a higher level of abstraction to construct a policy proposal that may require additional information and research. (EP2.1.3)
- Use economic, political, and organizational systems to influence, formulate, and advocate for policy consistent with social work and Christian values. (EP2.1.5)
- Examine, assess, and articulate their own values, assumptions, and perspectives regarding human needs and provisions for meeting them. (EP2.1.2)

REQUIRED TEXT(S)

Social Work, Social Welfare and American Society[Hardcover] Philip R. Popple
(Author), Leslie Leighninger (Author)

Karger, Howard; Midgley, James; Brown, Brene. Controversial Issues in Social Policy (3rd Edition). Pearson
Allyn & Bacon, 2007. ISBN: 0205337457

Recommended Text(s)

New Readings

- Clark, G. (2007). *A farewell to alms: A brief economic history of the world*. Princeton University Press.
- Jansson, B.S. (2001). *Sixteen-trillion-dollar mistake: How the U.S. bungled its national priorities from the New Deal to the present*. New York: Columbia University Press.
- Rank, M.R. (2004). *One nation, underprivileged: Why American poverty affects us all*. Oxford: Oxford University Press.
- Rivoli, P. (2005). *The travels of a t-shirt in the global economy: An economist examines the markets, power, and politics of world trade*. Wiley.
- Sachs, J. (2005). *The end of poverty: Economic possibilities for our time*. New York: Penguin Press.
- Toobin, J. (2007). *The nine*. Doubleday.
- Wagner, D. (2005). *The poorhouse: America's forgotten institution*. Lanham: Rowman & Littlefield.

Older Readings

- Billingsley, A. (1968). *Black families in white America*. Englewood Cliffs, NJ: Prentice-Hall.
- Jansson, B.S. (2005). *Reluctant welfare state: American social welfare policies--past, present, and future*, 5th ed. Belmont, CA: Brooks/Cole/Thomson Learning.
- Jansson, B.S. (2001). *Sixteen-trillion-dollar mistake: How the U.S. bungled its national priorities from the New Deal to the present*. New York: Columbia University Press.
- Lewis, O. (1959). *Five families: Mexican case studies in poverty*. New York: Basic Books.
- Moynihan, D. & Glazer, N. (1963). *Beyond the melting pot; the Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. Cambridge, MA: MIT Press.
- Piven, F.F & Cloward, R. (1993). *Regulating the poor: The functions of public welfare*, updated ed. New York: Vintage Books.
- Trattner, W.L. (1999). *From poor law to welfare state: A history of social welfare in America*, 6th ed. New York: The Free Press.
- Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Belknap Press.

ASSIGNMENTS AND EVALUATION

There are four types of assignments used throughout this course. Below, you will find the grading scale and percentages.

Grading/Evaluation

<i>Assignment</i>	<i>Percentage</i>
Chapter Assignment(s)	
MySocialWorkLab Assignments	30%
MyHelpingLab Assessment	30%
Major Assignment(s)	
Letter to an Elected Official	10%
Take Home Quizzes (3 total)	20%
Policy Analysis Paper and Presentation	10%
Total Points	100

Letter Equivalent

A – 90-100 (4.00-3.75)	B- – 80-82 (2.75)	C- – 65-69 (1.50)
B+ – 87-89 (3.50)	C+ – 75-79 (2.50)	D – 60-64 (1.00)
B – 83-86 (3.00)	C – 70-74 (2.00)	F – 0-59 (Failure)

Chapter Assignments

Chapter Assignments are designed to help students and the instructor to assess the competency that students have achieved in the chapter material. Students will then select seven of the fifteen numbered chapters in the Popple text (not including the Introduction Chapter) and will complete the two chapter assignments for each of the five chapters. Chapter assignments are due on Friday of the week assigned for that chapter. Students are responsible to be certain that they turn in all five sets of chapter assignments and that those are turned in on the appropriate weeks.

Overview of Assignments

1. **Assignment #1.** Write a one-page self-reflection paper describing your own thoughts and opinions regarding the topic of the chapter.
2. **Assignment #2.** Choosing one of the policies discussed in your chapter, write a two to three page analysis of the policy comparing the rational approach and the political approach to policy analysis as outlined in the book's introductory chapter.

MyLab Assignments

Using your MySocialWorkLab access code that accompanied your textbook, please be sure to register for MySocialWorkLab by going to www.mysocialworklab.com. Follow the instructions on how to register.

Assignments are the student's opportunity to demonstrate comprehension, integration, and ability to apply concepts. It is the student's responsibility to complete these assignments, ask questions about any part of the assignments or assessment not understood, and make an appointment with the instructor, as needed, for further clarification. These assignments and assessments are critical to your overall learning and comprehension of social welfare policy.

1. **MyLab Assignment #1.** Review Recognizing Personal Values Video-Ethical Practice: Identify some of your own personal values. Which ideological perspectives support the values you identified?

Due date: _____

2. **MyLab Assignment #2.** Review Social and Economic Justice: Understanding Forms of Oppression and Discrimination Video-Human Rights and Justice. How is the official poverty line set in the United States? What are the limitations to using this approach when addressing poverty among disenfranchised populations?

Due date: _____

3. **MyLab Assignment #3.** Review the Building Alliances video- Professional Identity.. As a social worker working within the criminal justice system, what are potential role conflicts when building alliances?

Due date: _____

MyLab Assessment

1. Assessment #1 due: _____
2. Assessment #2 due: _____

Major Assignment

Student achievement of the knowledge and skill objectives is assessed via examinations and/or policy analysis. In addition, students will be asked to demonstrate their ability to advocate for policy change by engaging in some form of political advocacy.

Advocacy Letter: Letter to an Elected or Public Official or Advocacy Organization OR A Letter to the Editor

You can select and analyze a bill proposed in this session of Congress or State House of Representatives or any other legislative body. Based on your reading and analysis of a policy brief/bill, write a letter to a relevant public official OR Advocacy Organization OR a Letter to the Editor of a newspaper. In the letter, you should identify yourself as a social work student, and thus the letter should reflect the quality we expect in the academic work of our students.

Be sure it is properly written and spell checked.

Be sure you use proper headings, properly use the title of the person you are writing and properly address them per the above guidelines! For instance, writing the Governor: The letter should be addressed to:

- The Honorable (insert governor's full name)
- Office of the Governor
- Then the street address or post office box, city, state and zip code as with any other letter.
- The salutation should be: Dear Governor (insert governor's last name)

Please keep in mind that you don't have to present yourself as an expert. One of the purposes of advocacy letters is to ask questions, raise problems, discuss issues. The choice of elected official or public official (an unelected employee usually in a position related to public policy) should be appropriate for the nature of the topic about which you are writing. The letter should be on a topic relevant to social welfare policy. Students are encouraged to share with the class the responses, if any, to their letter.

(3) Quizzes- (10 POINTS EACH)

There are three scheduled quizzes (open book). The quizzes are primarily to student's understanding of readings and materials taught in class. Missed quizzes cannot be made up, except under exceptional circumstances. Each quiz will include attached grading criteria.

Policy Brief Assignment

Options: A student can choose one of the two options.

- A. A student chooses a student partner to work with on the paper. Students work together as a team on the paper. The policy analysis is co-authored by both students, and the students receive the same grade.
- B. A student works alone on the policy analysis. Individually or in a two-person team, select one of the following policy areas that will be discussed in your text and in class: Income support, criminal justice, housing, healthcare, child welfare, tax/income distribution and food.

A policy brief is a form of policy analysis that integrates three important objectives for social welfare policy education in social work: analyzing, formulating and influencing social policy. Rather than separating policy analysis from policy formulation and policy influence or policy advocacy, by writing a "paper" that is a policy analysis paper, a policy brief is really not a paper, per se. A policy brief is written in a different "voice" than a student paper. It is written in a way that is designed to inform and influence key individuals and organizations. .

* Students who choose to send the proposal, with an attached letter to a "Key Organization or Individual", will receive Two points extra credit. Please use the attached script as a guide for the letter. Change what is necessary (e.g. policy, key individual and student description) but there is no need to restate the entire letter).

The format required for the assignment for this course is below.

The Policy Brief has the following seven sections:

- | | |
|-------------------------|---|
| 1. Goal Statement | 5. Proposed Solutions |
| 2. Scope of the Problem | 6. 3-6 Key Organizations/Individuals /Letter to a "Key Organization or Individual", |
| 3. Past Policy | 7. Bibliography |
| 4. Current Policy | |

Overall, the assignment will be 10 pages at least in length (excluding the bibliography). The Policy Brief Final should be double-spaced but with two spaces between sections.

To summarize, as the course calendar shows, the assignment is done in two stages:

Stage #1: Policy Brief Draft

- 1. Policy brief proposal.
- 2. List of Key Organizations and Individuals
- 3. Bibliography

Stage #2: Final Policy Brief

- 4. Final Policy Brief/Letter

COURSE OUTLINE

Week	Assignment Type
Week 1	Text Reading: Introduction
	Chapter Assignment(s):
	MyLab Assignment(s):
	MyLab Assessment(s):
Week 2	Text Reading: Chapter 1
	Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s): Assignment #1 (as described above)
	MyLab Assessment(s):
Week 3	Text Reading: Chapter 2
	Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):
	MyLab Assessment(s):
Week 4	Text Reading: Chapter 3 Take Home Quiz #1
	Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):
	MyLab Assessment(s):
Week 5	Text Reading: Chapter 4
	Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s): Assignment #2 (as described above)
	MyLab Assessment(s):

Week 6	Text Reading:	Chapter 5
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	
Week 7	Text Reading:	Chapter 6
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	
Week 8	Text Reading:	Chapter 7 & 8 Take Home Quiz #2
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	
Week 9	Text Reading:	Chapter 9
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	

Week 10	Text Reading:	Chapter 10
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	
Week 11	Text Reading:	Chapter 11
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	Assignment #3 (as described above)
	MyLab Assessment(s):	
Week 12	Text Reading:	Chapter 12 Take Home Quiz #3
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	
Week 13	Text Reading:	Chapter 13
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	
Week 14	Text Reading:	Chapter 14 Letter to an Elected Official (As described above)
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	

Week 15	Text Reading:	Chapter 15
	Chapter Assignment(s):	seven of these due on Friday of the week your chosen chapters are assigned.
	MyLab Assignment(s):	
	MyLab Assessment(s):	
Week 16	Text Reading:	Conclusion/No required reading this week
	Chapter Assignment(s):	Policy Position Paper Due
	MyLab Assignment(s):	
	MyLab Assessment(s):	

UNIVERSITY/COLLEGE POLICIES AND ETHICS

[INSTRUCTOR: Insert Your University's Academic Policies]

CHAPTER 1

Competing Perspectives on Social Welfare

Political Perspectives and Social Welfare

CHAPTER SUMMARY

- This introductory chapter provides the authors' framework for understanding contemporary perspectives on social issues.
- Readers are introduced to the concepts of personal ideologies and political perspectives as a set of principles each of us uses to understand social problems.
- Although most of us agree that something must be done about such issues as child abuse and neglect, the rising costs of medical care, and crime, our personal ideologies and political perspectives frame our analysis of these issues and result in competing solutions to any given social problem.
- The authors categorize common political perspectives as radical, liberal, conservative, and reactionary, but focus on liberal and conservative perspectives.
- The chapter discusses the differing world views of these competing perspectives, including attitudes toward change, views of human nature, individual behavior, the family, and the social system.
- The chapter also explains the liberal and conservative perspectives on the government and economic system, and the underlying value systems for each perspective.
- Finally, the authors present data from the General Social Survey, which describe which kinds of people ascribe to which political perspectives.

CSWE COMPETENCIES FOUND IN THIS CHAPTER

Ethical Practice

Critical Thinking

Human Behavior

Policy Practice

CHAPTER OUTLINE

Political Perspectives and Social Welfare

The Worldview of Conservatives, Liberals, and Radicals

Attitudes toward Change

Views of Human Nature

Views of Individual Behavior

Views of the Family

Views of the Social System

Views of Government and the Economic System

Political Perspectives in the Real World

Political Perspectives and Social Work Values

The Authors' Perspective