Instructor: Dhru Mukherjee, Ph.D., LCSW
Email: dhru.m@unt.edu
Phone: 940-565-3198
Office hours: Thursdays 8-10 AM, 2-5 PM
Class location: Wooton Hall 315
Class Time: 5:30 – 8:30 PM

Course Description
Examination of the historical and current development of the social work profession and US social welfare delivery system. Critical analysis of social problems and policy and service responses. Emphasis upon the mutual relationships among policy, practice and research. Investigation of the impact of social policy upon diverse and vulnerable groups.

Pre-requisite(s): None

Course Objectives

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>COURSE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior (EPAS Competency 1)*</td>
<td>By the end of this course students will be able to:</td>
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<tr>
<td></td>
<td>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
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<td>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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<td>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
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<tr>
<td>Advance Human Rights and Social, Economic, and Environmental Justice (EPAS C3)</td>
<td>4. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<tr>
<td>Engage in Practice-Informed Research and Research-Informed Practice (EPAS C4)</td>
<td>5. Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<tr>
<td>Engage in Policy Practice (EPAS C5)</td>
<td>6. Identify social policy at the local, state, federal level that impacts well-being, service delivery, and access to social services; and 7. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
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</table>

*Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Social Work Core Competencies*

**Required/Recommended Materials**


Additional materials including selected articles, textbook chapters, and videos will be utilized during the semester. These materials will be available through links within the course Blackboard Learn platform and/or placed on reserve through the library.

**Assignments and Grading.**

**Professionalism and Political Discourse in a divided society (100 pts)**

This assignment will be based upon reading and your perspective on topic about professionalism, communication skills and persuasion in the political arena. Students will provide a short reflection on professional standpoint and give two examples of how they would communicate and persuade someone who has an opposing viewpoint on a policy issue. Student will articulate their professional paradigm and then chalk out a communication strategy towards person with different paradigm of thinking. There would be class activities around it. The length of this paradigmatic and communication strategy paper will be 1-2 pages.

**Critical Commentary Assignment (50 X 6 = 300 pts)**

As we historically navigate the growth of the welfare state and the different trajectories with which policies have been proposed, bills passed and then replaced by new policies, you will keep that history in mind, and use various contemporary newspaper, journals, magazine and other media and social media platforms to critically appraise a policy area and post it in the discussion section as blog posts. During the course we will critically comment on 10 social problem/policy from the historical as well as contemporary analytical framework. We would
discuss a broad range of policies and topics in class and you will choose the ones you are interested in to carry out the assignment. Each blog post should not be less than 500 words.

**Data Analysis Assignment (200 pts)**

Using the Center for Public Policy Priorities website and websites mentioned at the back of the book can choose a social problem and draw one chart and one table highlighting how big was the problem before the policy was implemented and how is after, then write one paragraph conclusion saying if the policy can be termed a success or a failure?

**Historical Policy Analysis Paper (400 pts)**

This is the end of the semester big paper. For this paper you will need pick a social problem such as poverty, homelessness, health care cost, end of life care and so on and then carry out a historical analysis on the topic. How historically the problem have been defined and viewed? How over the years attitudes towards the social problem have undergone changes? What kind of interventions through policies have been taken up by whom? How the thoughts of different political parties influenced the approach towards solution of the problem? You will analysis, you peruse historical data from policy practice webpage, you will read specific peer reviewed journal articles at least 10 and more for graduate level students to gain and provide perspective on the problem, and finally you will end the paper with recommendations for the future. The length of the paper will 12-14 pages. More details will be provided on Blackboard.

<table>
<thead>
<tr>
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<th>Professionalism and Professional Discourse Paper</th>
<th>100 pts</th>
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<tbody>
<tr>
<td>2</td>
<td>Critical Commentaries</td>
<td>300 pts</td>
</tr>
<tr>
<td>3</td>
<td>Data Analysis Assignment</td>
<td>200 pts</td>
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<tr>
<td>4</td>
<td>Historical Policy Analysis Paper</td>
<td>400 pts</td>
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<td></td>
<td><strong>Total</strong></td>
<td>1000 pts</td>
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Point Breakdown: A = 900 - 1000, B = 800 - 899, C = 700 - 799, D = 600 - 699, F = 600 or below

**JMSW CLASSROOM POLICIES**

**Hybrid Class**

This is an undeclared “hybrid” course, which means around 7 classes of the course will be online and 9 classes will commence face to face in the designated classroom mentioned above. The course outline at the end of syllabus outlines details on which classes will be face to face and which one will be online. The online component of the classes will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: [https://learn.unt.edu](https://learn.unt.edu)
You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

TWU students should follow their institutional policies. All assignments will be posted in Blackboard on the day and time outlined in the course outline, delay in submission will lead to 2-point deduction per day late, beyond 3 days the submission will not be accepted and the concerned assignment will be marked 0 points.

**Accommodation for Students with Disabilities**

Students who require accommodations can access services at both institutions. Students should make an appointment to establish services at their home institution. See links: TWU Disability Services for Students (https://www.twu.edu/disability-services/) and UNT’s Office of Disability Accommodation (https://disability.unt.edu/). Then they will make an appointment to establish services at the other University. It is the student’s responsibility, within the first two weeks of the semester, to make appointments to meet with each professor in order to bring and discuss their accommodation forms.

**Conduct:** It is the policy of the program to report all incidents of academic dishonesty and other violations of the University Codes of Conduct to the offices of Student Life or Student Affairs.

**Attendance Policy:** Attendance and Professionalism are vital in Social Work education. It is an expectation that students attend class, seminar meetings, faculty appointments, and other obligations. It is the general policy of the Social Work program that students who miss the equivalent of two (2) sessions of a Social Work class (3 hour class) will be awarded a failing grade for that class. *An absence is defined as missing all or part of a class period.*

**Social Media/Cell Phone Policy:** Cell phones should be turned off prior to class except students on “emergency on-call” with an employer or placement. This includes texting. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

**Intellectual Property:** All course materials and course content are the intellectual property of the instructor and/or your classmates. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Blackboard postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures for personal academic use.

**Written Assignments:** All assignments and written work submitted in the program may be included by JMSW faculty as part of a review to determine if sufficient progress is being made by the student to continue in the program.

**Grading in the JMSW Program**

Decisions regarding the methods of grading are made by the individual instructors for each course. These grading methods are made available in the course syllabus each semester. It is the student’s responsibility to understand the grading method used by the instructor and to familiarize him/herself with this method at the beginning of the semester. Each student should
read each course syllabus at the beginning of the semester and seek clarification if any portion of the syllabus is not clear. Instructors differ in the weight assigned to different class assignments, whether late assignments will be accepted or receive a lower grade, etc.

If a grade of “C” is earned in a practice course or field practicum or seminar, the course must be retaken. If a grade of “D” or “F” is earned in any JMSW course, a review of student performance will be undertaken in order to determine if the student should continue in the program or be terminated.

**Appeals Procedures for Academic Decisions**

In the event that a student wishes to appeal a decision relating to an academic matter other than academic dishonesty, probation, or suspension, such as the assignment of a particular grade, the specific policies and practices of the home institution must be followed. However, in general, course related appeals should follow this protocol:

1. Contact the faculty member in an effort to resolve the problem.
2. If the issue is not resolved at this level, the student may contact the JMSW Program Director for consideration of the matter.
3. If the issue is not resolved at this level, the student may ask the UNT Chair of the Department or the TWU BSW Chair to consider the appeal.

Students should be aware that these procedures should be followed in a sequential manner. Any complaints regarding academic performance or grading should first be addressed directly with the faculty member for resolution, prior to proceeding to higher administrative levels.

**UNT Policy (TWU Students will follow their institutional policy on these accounts)**

**Sexual Discrimination Harassment and Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Academic Integrity**

Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else’s work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the
sentences and constructing a new sentence in your own words. The revised sentence must be substantially altered for it to be your work and correctly citing the source is still necessary because you took the idea from another source. According to the student code, you are also not allowed to submit your own original work for multiple courses. Please only submit original works for this course. **Plagiarism is academic misconduct and may result, at minimum, in a failing grade on the assignment or in the course. Further disciplinary action may result per university policy.**

**Academic Honesty Policy:** Policies regarding student conduct and academic honesty posted by the University Center for Student Rights and Responsibilities in the Student Handbook apply to this class. As stated in the Policy: [http://www.unt.edu/csrr/student_conduct/misconduct.html](http://www.unt.edu/csrr/student_conduct/misconduct.html), misconduct for which students are subject to discipline falls into the following categories:

A. Acts of Dishonesty, including but not limited to:
   1. Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:
      a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
      b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
      c. the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;
      d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s);
      e. any other act designed to give a student an unfair advantage.
   2. Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:
      a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or
      b. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.

Discipline may range from not having an assignment accepted for credit to expulsion from the course. For more information regarding policies regarding student conduct, please visit: [http://www.unt.edu/csrr/student_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html)

**Professional Etiquette**

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor’s last name
• Master’s degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor’s last name
• Law degree (J.D.) you should address them as: Professor Instructor’s last name

If you are not certain about an instructor’s education credentials, you should address them as “Professor.” It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (e.g., Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.

Request for Incomplete

Students may request a grade of incomplete ("I") only if he/she meets all of the following conditions:

• The request occurs on or after the deadline;
• The student is passing the course;
• There is a justifiable and documented reason beyond the control of the student (e.g., serious illness or military service) for not completing the course on schedule; and,
• The student has the approval of the instructor and the department chair.

Students meeting these criteria must arrange with the instructor to finish the course at a later date by completing specific requirements outlined by the instructor. These requirements must be listed on a “Request for Grade of Incomplete” form signed by the instructor, student, and department chair. More information on UNT’s Incomplete Grade policy is available at http://registrar.unt.edu/grades/incompletes.

Late Work: ALL assignments are to be submitted by the due date indicated (this includes exams and tests). Assignments submitted late without valid and verifiable medical (or other emergency) documentation will not be accepted. It is your responsibility to notify the instructor as soon as possible of known/upcoming absences that will impact your timely submission.

IMPORTANT – Syllabus Change Policy

This syllabus is a general plan for the course and may be modified as the Instructor sees fit over the course of the semester to support the learning process. Deviations announced to the class by the instructor may be necessary.

Add/Drop Policy: Please refer to the Office of the Registrar regarding the Add/Drop Policy.

Course Outline (Blackboard will be completely ready by August 21st, 2017)
<table>
<thead>
<tr>
<th>Date (Wk)</th>
<th>Class Topic-Theme</th>
<th>Activities/Assignments (Assigned readings to be done before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31 (1)</td>
<td>Syllabus Explanation-Assignment Explication and Laying out the course</td>
<td>Introduction to Textbook and other reading materials. No assignments due.</td>
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<tr>
<td>9/7 (2)</td>
<td>What is policy practice? Developing critical perspective about American welfare state and the need of American Welfare State</td>
<td>Class Discussion, Lecture and Class activities Readings due before class: Chapter 1</td>
</tr>
<tr>
<td>9/14 (3)</td>
<td>Ethical reasoning, social justice and the political spectrum affecting American welfare state and what social workers should do to navigate it?</td>
<td>Class activities on various guiding principles, roles and ethical codes Reading due before class: Chapter 2</td>
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<tr>
<td>9/21 (4)</td>
<td>Early history of welfare before the birth of the nation and the medieval time? Link the colonial era to contemporary society from historical perspective</td>
<td>Class activities will include lecture, discussion and hands on class exercises, impromptu ungraded quizzes Blackboard will open today after class and Critical Commentary Blog posts will open from this week, due before class next week Reading due before class: Chapter 3 1 Journal article posted on Blackboard</td>
</tr>
<tr>
<td>9/28 (5)</td>
<td>Social welfare policy in the 19th century and the birth of social work profession</td>
<td>Class activities will include showing a short video ensuing discussion, little bit of lecture and discussion on the blog post 1. Reading due before class: Chapter 4 1 Journal Article posted on Blackboard <strong>Professionalism Paper Due 11:59 PM</strong></td>
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<td>10/5 (6)</td>
<td>First Hybrid Class: This class will be held online, lectures and materials will be posted, materials will be posted, instructor Topic of discussion: Social reform in the progressive era</td>
<td>Discussion on progressive era, we will browse few Internet archives and other peoples blog post to draw parallel to our discussion. Reading due before class: Chapter 5 1 Journal Article posted on Blackboard <strong>Critical Commentary Blog-1 Due at 11:59 PM</strong></td>
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<tr>
<td>Date</td>
<td>Event Details</td>
<td>Class Details</td>
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| 10/12 (7) | Second Hybrid Class from Home…This class will be held online, lectures and materials will be posted, materials will be posted, instructor | Articles and other materials posted on Blackboard  
Reading due before class: Chapter 6  
1 Journal Article posted on Blackboard  
Class activity online  
**Critical Commentary Blog-2 Due at 11:59 PM** |
| 10/19 (8) | Third Hybrid Class from Home…This class will also be completely online, with all materials will be posted on Blackboard with direction.  
Topic of Discussion: New Deal and the Great Society | Articles and other materials posted on Blackboard  
Reading due before class: Chapter 7  
1 Journal Article posted on Blackboard  
Class activity online  
**Critical Commentary Blog-3 Due at 11:59 PM** |
| 10/26 (9) | Fourth Hybrid Class from Home…This class will also be completely online, with all materials to be posted on Blackboard with direction.  
Topic of Discussion: The Paradoxical Era till Ronald Reagan | Articles and other materials posted on Blackboard  
Reading due before class: Chapter 8  
1 Journal Article posted on Blackboard  
Class activity online  
**Critical Commentary Blog-4 Due at 11:59 PM** |
| 11/2 (10) | This is back to face to face class. In this class we will appraise the stuff from the hybrid classes and discuss the President Reagan’s impact on social welfare policy and practice  
Topic of Discussion: The Conservative Counter-revolution | Articles and other materials posted on Blackboard  
Reading due before class: Chapter 9  
1 Journal Article posted on Blackboard  
Class activity online  
We will discuss the data analysis assignment |
| 11/9 (11) | Fifth Hybrid Class from Home…This class will also be completely online, with all materials to be posted on Blackboard with direction.  
Topic of Discussion: The Clinton era | Articles and other materials posted on Blackboard  
Reading due before class: Chapter 10  
1 Journal Article posted on Blackboard  
Class activity online |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>11/16</td>
<td>Sixth Hybrid Class from Home… This class will also be completely online, with all materials to be posted on Blackboard with direction. Topic of Discussion: Bush 43 and quest for compassion and the Obama era the return of the progressive agenda</td>
<td>Articles and other materials posted on Blackboard Reading due before class: Chapter 11 &amp; 12 2 Journal Article posted on Blackboard Class activity online Discussion on the final paper Data Analysis Paper Due 11:59 PM Critical Commentary Blog-5 Due at 11:59 PM</td>
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<tr>
<td>11/23</td>
<td>Thanksgiving Break No Class</td>
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<tr>
<td>11/30</td>
<td>Face to face class: The Obama era and the reluctance</td>
<td>Reading due before class: Chapters 12 and 13 No journal article reading due for this class We will discuss the final paper. Class activities will include lecture, discussion, short videos</td>
</tr>
<tr>
<td>12/7</td>
<td>Face to face class: How to improve social work policy practice?</td>
<td>Reading due before class: Chapter 14 This is the last class of the semester, we will troubleshoot any final paper related matters and conclude course with a synopsis and segue the course with the importance of advocacy to the next policy class.</td>
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<tr>
<td>12/12</td>
<td>Historical Policy Analysis Paper Due on 12/10/17 11:59 PM on Blackboard.</td>
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Reference List
(Reference list will be provided on Blackboard)