



SOCW 2362: Social Welfare

Spring 2026

Instructor Information

Instructor:

Kristin Mycke, LCSW
Assist. Professor of Social Work

Office:

TBA

Telephone Number:

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Faculty Profile:

Office Hours: Tuesday and Thursdays 12:30-2pm. Additional times available by Appointment or via video conferencing

Course Information

Credit Hours: 3 Credit Hours

Course Format: In-person

Time and Place of Class Meetings: Tuesdays/Thursdays 2-3:20pm.

Description of Course Content: Surveys the meaning and purpose of social welfare as well as its evolution over time as it relates to the structure and function of service delivery systems. The course will also examine social welfare policies and the effects of social welfare policies on practice, policy, and planning decisions.

Prerequisites: SOCW 2361

Course Overview: The purpose of this course is to explore the context for the development of social programs and the treatment of various out-groups including persons considered poor, developmentally disabled, ethnic and racial minorities, religious minorities, LGBTQ, women, children, and differently abled. The course also discusses historical and contemporary social delivery systems. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Student Learning Outcomes

Below are the Nine CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

Student Learning Outcomes for SOCW 2362:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the Nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1. Describe the history of the social work profession and the importance of the profession's mission and role in policy development. **Competencies 1, 2**
2. Demonstrate the use of ethical reasoning in fulfilling one's commitment to the larger society by considering the history of policy development in analysis and promotion of policies that enhance human well-being. **Competency 1, 5**
3. Demonstrate understanding that the success of one's work depends on one's competent use of various communication and analytical skills. **Competency 6-9**
4. Recognize how one's personal history has shaped one's perception of diverse populations and seek to minimize one's personal bias when working with dissimilar populations and programs. **Competency 2**
5. Demonstrate understanding of the historical antecedent of policies regarding social injustice or research and scientific inquire. **Competencies 3-5**
6. Demonstrate that good policy development is based on sound principles of research and scientific inquiry. **Competency 4**
7. Apply knowledge of critical interactions between human behavior and the environment when analyzing the effects of social policy on human development, experience, and environment. **Competencies 6-9**

8. Describe the impact of social and economic policies that affect social service delivery and social well-being. **Competencies 3, 5**
9. Recognize the environmental, economic, and social value of rural life and use that knowledge and skill to protect and enhance the lives of people choosing to remain in a rural environment. **Competencies 3,5-9**
10. Apply a strengths-based approach to historical and descriptive policy analysis of specific social welfare programs. **Competencies 5-9:**

Methods of Instruction:

This class involves lectures, student-initiated discussions, and active learning (interviews and information gathering in the community and student experiential learning).

Required Textbook:

Karger, Howard J and David Sotesz (2023). *American Social Welfare, A Pluralist Approach*. New York, NY: Pearson. (ISBN: 9780137472314). 9th edition. Available electronically through Pearson.

It's time to start using Pearson eText for American Social Welfare Policy, 9e, the course materials for Social Welfare.

This eTextbook is simple to use on computers or iOS and Android mobile devices (even offline). You can take notes and highlights within the eText; they are added to your virtual notebook, where you can organize them for the way you study.

Get started by going to:

<https://console.pearson.com/enrollment/zpcgve>

Additional readings and videos will be posted on Canvas.

Descriptions of Major Assignments and Examinations:

Weekly Chapter Discussion: The class will be divided into equal groups. Each group will be assigned one chapter of the text to present various welfare policies that surround your chapter's topic. Each group will lead the class discussion on current policies that impact our clients and the work Social Workers do. Visual aids will be required. **(40 points)**.

Online Assignments: There will be a series of 9 online assignments. Online assignments may include discussion boards, short paper, or essay questions, quizzes, vocabulary, article/policy search/review, or other various application-type assignments. (40 points each=**360 points total**)

Participation: Professor will consider the extent of the student involvement in the discussion. If you are not present, you cannot participate. It is to your benefit to attend class discussions. Attendance and contributions to class discussions will be calculated in the participation score. **(100 points)**

"What is Empathy" SW Conference or SW Advocacy Day: You will have the option of attending one of the following conferences/events:

- "What is empathy" SW conference scheduled for March 6, 9-1pm or
- SW Advocacy Day in Austin (students must transport self): April 17

Additional details will be provided. Students who attend will write a 1-page reaction paper. If you are not able to attend either event, there will be an alternative assignment to write a reaction

paper. The reaction paper will require you to address policy-relevant topics. =**100 points**). We will discuss details the first week of class.

Advocacy Letter: We will discuss this in class. Compose a letter to a local legislator and address a relevant policy concern that pertains to social work practice. (**100 points**).

Historical Analysis Policy: The major assignment for the course will be the completion of a historical analysis of a social policy. In collaboration with the instructor and using the attached list as possible topic options, students will write sections of the analysis over the semester for one final paper due towards the end of the semester (**6 pages**). Students are expected to use library, article review, internet, interviews, and investigative methods in order to complete their historical analysis. This is a “stance” paper in which you take a stand about a policy and then you defend your position. In preparing the analysis it is expected that the students will utilize critical thinking skills (Paul and Elder: The Miniature Guide to Critical Thinking, Concepts, and Tools). Regardless of which policy area a social worker chooses, the successful professional will need to understand and engage in critical thinking. The successful analysis will reflect such skills. The analysis will be divided into three parts: Breadth, Depth and Application. (**100 points**)

Oral Presentation: Students will present their Historical Analysis to the class. (**100 points**). This is the final and cannot be made-up or submitted late.

*****The course requirements and assignments will include 1000 total possible points.**

*****Late Assignments will be penalized up to 5 points per day that the assignment is late.**

Historical Analysis Organization:

Breadth: Breadth attempts to understand the long-term history behind a specific policy. For example, what major crisis occurred that caused the English Poor Laws and similar laws to be enacted? What were the philosophical and political attitudes toward the poor prior to the catastrophe? What role did such institutions such as the church play with the poor prior to the catastrophe and what role did they play after the crisis?

It is important to note that formal policies did not grow out of a vacuum but occurred as a result of some form of conflict, e.g., natural disaster, economic change or value conflict. At times the historical basis for a policy may be decades even centuries old.

These and other factors need to be the focus of attention in the Breadth section of the analysis. To complete the Breadth section of this paper, it is important to do research on the subject. **You will need to find and review a minimum of 6 sources, which focuses on the historical background of the policy. As you write the Breadth section provide the historical perspective and use the resources to help organize this section of the paper.** Cite or quote your sources using the approved APA method for writing a research paper. You will use APA format for writing the analysis.

*****If you have questions about the APA method, the WNCC Learning Center and the CSC Writing Center will be helpful. Do not hesitate to use them.**

Depth: The Depth section will build on the Breadth section. Depth implies digging deeper into the subject. **At this point, the student will take the Breadth section one step further and describe the social sector of your policy. Karger & Stoesz’s book: p. 146-150.**

The student will need to answer these questions: “What evidence do you find that someone, e.g., an individual, group, or association advocated on behalf of a policy?” “What process or organizational method was used to have the claim heard by the appropriate people?” “Who was opposed to the policy and what was the basis for their opposition?” “Were there compromises along the way in order to get the policy enacted?” “If there were compromises, how did the compromise affect the original goal of the claim?”

Application: This section will build on the previous section. A person, group, or association brought a claim to the attention of policy makers. The policy makers in turn created a statement or program to resolve the issue. What was the policy that was enacted and what did it seek to accomplish, e.g., “What were the manifest or latent goals of the policy?” “Were the proponents of the policy satisfied and what did the opposition think about the policy?” **Now that the policy was enacted, the student will need to reflect on its features, benefits, and/or limitations.** Is the policy a successful answer to the problem or did it create new problems for those it serves? What is the policy’s goal and what are the policy’s objectives? Refer to Karger & Stoesz p. 159-161. **Remember a goal is a desired outcome or achievement and objectives are the means for getting to the goal.**

If you had the means to make changes in the policy, what would they be and in what ways would you improve the policy?

Application must include an assessment of the manner in which the policy may or may not reflect social work values.

Oral reports to the class on the student’s progress will be due throughout the semester with the final written paper due towards the end of the semester. Students will also present their Historical Analysis to the class. **Check your syllabus/assignments for due dates.** The Historical Analysis will be written as a term paper with appropriate citations, etc. in APA format.

Possible Topics for Historical Analysis:

Child Labor Laws
The Voting Rights Act of 1965
The 14th Amendment to the Constitution
The 19th Amendment to the Constitution
Social Security 1935
The GI Bill 1944 and the GI Bill of Iraq and Afghanistan
Medicare 1965
Medicaid 1965
CHIPS (Children’s Health Insurance Program)
Federal Poverty Standards
The Delinquency Act of 1974
Zero Tolerance in Schools
The Defense of Marriage Act and the Supreme Court
Violence Against Women Act
TANF

*****Topic needs to be approved by the instructor and different from the other students.**

*****It is expected that the concepts of Critical Thinking will be used throughout this activity.**

Guidelines on Submission of Historical Analysis:

1. Papers will be in APA format. Check internet for guidelines and use the Research Librarian’s guidance.
2. Papers will be due by the deadline-5 points reductions per day for each day the paper is late. **NO PAPERS WILL BE ACCEPTED AFTER April 30th.**
3. Papers will have citations for information received and will have references (minimum of 6) placed in the reference section of the paper. You can build a reference section using RefWorks at the Library.
4. Papers will be void of spelling and sentence structure errors.
5. Paper will be typed in WORD format and submitted electronically through Canvas.

Grading Procedures:

Each exam and assignment will be graded on a point system used to calculate the final grade for the course.

The Historical Analysis will be graded on the following criteria:

Thoroughness: Provides information with a clear understanding that the student has meticulously reviewed the policy.

Depth: Provides written materials that demonstrate an understanding of the concepts via use of specific examples, quotes, and direct references to sources of information.

Clarity: The written materials are easily readable via use of APA formatting, appropriate sentence structure, spelling, and use of citations.

Critical Thinking: The written materials demonstrate a critical analysis of the topic by identifying gaps, questioning values and procedures, and evaluating effectiveness.

Reflectiveness: Sections of the written materials demonstrate the identification of personal values and beliefs and contrasting those values and beliefs with the values expressed by the program and Social Work Code of Ethics.

Grading Scale:

100%-90%	A
89%-80%	B
79%-70%	C
69%-60%	D
Under 60%	F

Make-Up Exams:

Late assignments (including exams) are strongly discouraged. There will be 10 points (total) deducted for each late assignment and exam. No assignment or exam will be accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Late Work Policy

Students are responsible for submitting all assignments on time. Late assignments will be accepted for point reduction up to 7 days late..

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance:

Due to the interactive style and group projects, attendance is required. Students are expected to be present and participate each class period. Group projects and participation grade will be reflective of attendance. **Students are given 3 free absences. Additional absences (regardless of reason) will result in 10 points off for each absence.** Students who miss more than 8 classes will not pass the course.

The Census Date for the semester is **January 26, 2026**. This is the last day students may withdraw from the course without penalty.

Use of Artificial Intelligence and other generated tools:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally,

users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course SOCW 2362, AI can be used if cited correctly.

I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.

APA Citations: [How to cite ChatGPT](#)

Course Schedule

Schedule

Week	Chapters/Topics/Assignments	Competency	Assignment
1	Course Orientation, Overview of Course Syllabus, and Textbook Chapter 1 Karger & Stoesz <i>Social Policy and the American Welfare State</i>	1	Read Chapter 1 Assignment #1
2	Chapter 2 Karger & Stoesz <i>A Brief History of the American Social Welfare State</i>	1, 5-10	Read Chapter 2 Assignment #2
3	Chapter 3 Karger & Stoesz <i>Social Welfare Policy Research</i>	1, 4, 6-10	Read Chapter 3 Online Assignment #3
4	Chapter 4 Karger & Stoesz <i>Discrimination in American Society</i> Discussion of 1st Reaction Paper	2, 5	Read Chapter 4 Online Assignment #4
5	Chapter 5 Karger & Stoesz <i>Poverty in America</i> Reaction Paper I Due	3, 5-10	Read Chapter 5

6	Chapter 6 & 7 Karger & Stoesz (6) The Voluntary Sector Today (7) Privatization and Human Service Corporations	2, 4, 6-10	Read Chapter 6&7 Online Assignment #5
7	Chapter 8 Karger & Stoesz The making of Government Policy **Review for Midterm	2, 6 -10	Read Chapter 8
8	Chapter 9 Karger & Stoesz Tax Policy and Income Distribution		Read Chapter 9 Advocacy letter due
9	Spring Break-No class		
10	Chapter 10 Karger & Stoesz Social Insurance Program Chapter 11 Karger & Stoesz Public Assistance Programs	3-10	Read Chapter 10 & 11 Online Assignment #6
11	Chapter 12 Karger & Stoesz The American Health Care System	3, 5-10	Read Chapter 12 Online Assignment #7
12	Chapter 13 Karger & Stoesz Mental Health and Substance Abuse Policy Chapter 14 Karger & Stoesz Criminal Justice Reaction Paper	3, 5-10	Read Chapter 13 & 14 SWAD or Reaction Paper Due
13	Chapter 15 Karger & Stoesz Child Welfare Policy Chapter 16 Karger & Stoesz Housing Policies **Discussion of Historical Analysis Paper	3, 5-10	Read Chapter 15 & 16 Online Assignment #8
14	Chapter 17 Karger & Stoesz The politics of Food Policy and Rural Life	2, 5-10	Read Chapter 17 Online Assignment #9

15	Oral Presentations		Online Assignment #10
16 TBD	Final Exam Week (analysis paper due)		No in-person Final Exam

**** ALL ASSIGNMENTS ARE DUE ON WEDNESDAYS BY 11:59 PM****

I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. PLEASE ATTEND CLASS REGULARLY AND PAY ATTENTION TO THE ANNOUNCEMENTS IN CANVAS TO KEEP CURRENT WITH ANY SYLLABUS MODIFICATIONS.

Institutional Information

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social

security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic

dishonesty.

- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)