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CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DIVISION OF SOCIAL WORK

Sylvester Bowie, Ed.D., MSW Associate Professor Office Mariposa Hall 4008 Phone number: 916-278-7165 Class meets Tuesday 6:30-9:15 PM Douglas 105	Office Hours: Tuesday, Wednesday and Thursday 5:15-6:15 PM Also by appointment. Meeting Location: Douglas 105 Section 4 number 32425
Web address www.csus.edu/indiv/b/bowies/ Email: bowies@csus.edu	All assignments must be dropped off on SacCT using assignment drop box at the specified time.

SW 250: Social Welfare Policy & Services

I. Course Description

This course provides students with an overview of the historical and contemporary social, political and economic conditions which set the stage for development and evolution of American social welfare policy. Students will critically analyze current social welfare policies and examine their implications for social work practice. Equity building policies focusing on poverty, child welfare, mental health, disability, gender and race will offer core areas of substantive inquiry. The policy interests of students will direct the analysis process.

This course is required for all graduate social work majors. The course aims to:

1. Provide an historical, economic, political and social framework for understanding the development of social welfare policies and social service programs at the local, state, national and international level;
2. Present a framework for analyzing policy issues and demonstrating policy practice skills in social, political and economic arenas;



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3. Familiarize students with the role of policy development in service delivery in the areas of poverty prevention, child welfare, health and mental health, aging, disability, substance abuse, nutrition, gender, race, sexual orientation and immigration policy.

II. Objectives

Through journaling, attendance, completion of readings and assignments, and active participation, students will:

- a. Demonstrate the ability to critically understand the programs, philosophy and assumptions of leading welfare policies, including strategies of empowerment, advocacy and social action;
- b. Apply initial thinking skills and knowledge within the context of the profession relative to philosophies regarding the welfare state, social policy and social welfare.
- c. Ability to understand and articulate how the ideologies of democratic socialism and political economy affect social welfare policy as well as the role of social work in society
- d. Understand and pinpoint the under girding frameworks and philosophies that direct liberal or conservative social welfare policies in the U.S.
- e. Develop an awareness of the complex historical, political, social, economic and cultural factors that shape the process and outcomes of policy decision-making;
- f. Understand the implications of social policies on diverse gender, ethnic and racial groups, families, low-income and oppressed communities;
- g. Describe the historical development of the social work profession and demonstrate an understanding of the limitations and difficulties of social service programs;



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- h. Demonstrate an understanding of the centrality of diversity, specifically class stratification, institutional racism, sexism, and homophobia in both the practice and profession of social work;
- i. Demonstrate an understanding of strategies of researching social welfare policy, analyzing the impact of specific policies and assessing political support and consequences of particular policies.

III. Learning Outcomes

Upon completion of this course, students will be able to:

- a. Demonstrate knowledge of the process, concepts and vocabulary for conducting social policy analysis;
- b. Conduct research on social welfare policies at all levels;
- c. Demonstrate an understanding of the complex forces and systems involved in the policy-making process;
- d. Recognize the relationship between legislation, policies and social welfare programs and practice;
- e. Advocate for policies that promote the well-being of oppressed and vulnerable communities.



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IV. Requirements

Type	Points	Percentage	Due date & week
a. In Class Participation-	40 pts.	20%	September-December
b. Nickel & Dimed Reaction paper-	20pts	10%	9/15 week 3
c. Equity in Social Policy Exam-	30pts.	15%	10/13 Week 7
d. Group Poster Presentation-	30pts.	15%	October 20 - November 10, 2009 weeks 8-11
e. Integrated Analysis Paper-.	60pts	30%	12/8 -week 15
f. Policy Reflection Journal-.	20 pts (4 @ 5 points each	10%	Due 1. 10/6, 2. 10/27, 3. 11/17 & 4. 12/1

V. Teaching/Learning Modalities

This class will be taught as a seminar with an emphasis on discussion. Students will be asked to share their own experiences, knowledge and opinions within the frameworks and concepts presented in class. The instructor will be a guide to, and participant in, the learning process. There will be a mid-term evaluation of the instructor so that feedback can be incorporated into the last half of the class.

VI. Required Texts & Readings

1. Karger, H.J. & Stoesz, D. (2009). American social welfare policy: A pluralist approach (6th ed.). Boston: Allyn & Bacon.
2. Ehrenreich, B. (2001). Nickel and dimed: On not getting by in America. New York: Holt and Co.
3. Other readings assigned at the instructor's discretion- please note that there are articles that are to be read for every class sessions as supplements to the texts. It is



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the student's responsibility to locate these articles and provide evidence of the articles being read in preparation for class discussion, group activities and or written assignments.

Writing Expectations:

A SUPERIOR--A paper in this category

- Addresses the assignment thoughtfully and analytically, setting a challenging task.
- Displays awareness of and purpose in communicating to an audience.
- Establishes a clearly focused controlling idea.
- Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas.
- Provides clear generalizations with specific detail, compelling support and cogent analysis.
- Cites relevant sources and evaluates their validity, effectively integrating them into text when appropriate.
- Displays superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

B GOOD--A paper in this category

- Addresses the assignment clearly and analytically, setting a meaningful task.
- Addresses audience needs and expectations.
- Establishes a clearly focused controlling idea.
- Demonstrates clear and coherent organization.
- Provides clear generalizations and effective support and analysis.



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- Cites relevant sources, effectively integrating them into text when appropriate.
- Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

C ACCEPTABLE--A paper in this category

- Addresses the assignment with some analysis.
- Addresses most audience needs and expectations.
- Establishes a controlling idea.
- Demonstrates adequate organization.
- Provides support for and some analysis of generalizations.
- Cites relevant sources, effectively integrating them into text.
- Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.

F SERIOUS FLAWS--A paper in this category

- Addresses the assignment inadequately.
- Shows insufficient audience awareness.
- Strays from the controlling idea, or the idea is unclear
- Displays formulaic, random, or confusing organization.
- Lacks generalizations, or provides generalizations with inadequate support or analysis.
- Fails to cite sources or cites and/or integrates them inappropriately.
- Shows deficient control of syntax, word choice, and convention of Standard English; errors impede understanding.



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- **Support with Writing Assignments**

The College of Health and Human Services Writing Center, located in Solano Hall 5000, is a program designed to assist students with all stages of writing from pre-writing through editing a text utilizing a peer-tutoring environment. The Center is staffed by graduate students from the English Department. Hours will be posted at the beginning of the Fall 2009 semester. If you have questions about the Center, please call (916) 278-7255.

Week	Date	Topic & reading	Assignment due
1	9/1/09	Introduction Overview & definitions Course Objective	
2	9/8/09	American Social Policy Models: Political & Economic: Chapters 1 & 8 of text	
3	9/15/09	Tax Policy, Religious Ideology & the Reluctant Welfare State Text Chapters 3 & 9 California Budget Project. (2008). Who pays taxes in California? Sacramento, CA: Author.	Nickel & dimes assignment due
4	9/22/09	History of US Social Policy – Civil War to New Deal	
5	9/29/09	History of US Social Policy – New Deal to Conservative Backlash	
6	10/6/09	Voluntary & For Profit Sectors Chapters 6 & 7	Policy reflection Journal #1
7	10/13/09	Discrimination in Society Chapter 4 of text	Equity in Social Policy Exam-
8	10/20/09	Poverty & Policies of Public Assistance	Group 1 Presentation



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		Chapters 5 & 11 of text	
9	10/27/09	Social Insurance Chapter 10 of text	Group II Presentation Policy reflection Journal #II
10	11/3/09	Health & Food Policies Chapters 12 & 17 of text	Group III Presentation
11	11/10/09	Mental Health & Substance Abuse Chapter 13 of text	Group IV Presentation
12	11/17/09	Criminal Justice Policies Chapter 14 of text	Policy reflection Journal #III
13	11/24/09	Child Welfare Policy Chapter 15 of text	
14	12/1/09	Housing Policies Chapter 16	Policy reflection Journal #IV
15	12/8/09	An International Perspective in the American Welfare State Chapter 18	Integrated analysis Paper due
16	12/15	Finals	



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Scheduled readings

<p>Week 1: 9/01</p>	<p>Ehrenreich, B. (2001). <u>Nickel and dimed: On not getting by in America</u>. New York: Holt and Co.</p> <p>Freire, P. (1990). A critical understanding of social work. <u>Journal of Progressive Human Services</u>, <u>1</u>(1), 3-9.</p> <p>Van Den Bergh, N., Cooper, L. (1989) (Eds.) Introduction. In <u>Feminist visions for social work</u>. (pp. 1-28) Maryland: NASW.</p> <p>Jacobson, W. B. (2001). Beyond therapy: Bringing social work back to human services reform. <u>Social Work</u>, 46(1), 51-61.</p> <p>Karger & Stoesz, Chpt. 2 – An analysis framework</p>
<p>Week 2: 9/8</p>	<p><u>American Social Policy Models: Political & Economic</u></p> <p>Quinn, P. (1996). Identifying gendered outcomes of gender-neutral policies. <u>AFFILIA</u>, 11(2), 195-206.</p> <p>Karger & Stoesz, Chpts. 1 & 8</p> <p><i>DUE: NICKLE & DIMED REACTION PAPER – 4 page maximum</i></p>
<p>Week 3: 9/15</p>	<p><u>Tax Policy, Religious Ideology & the Reluctant Welfare State</u></p> <p>California Budget Project. (2008). <u>Who pays taxes in California?</u> Sacramento, CA: Author.</p> <p>California Budget Project. (2008). <u>Planning for California's future: The state's population is growing, aging, and becoming more diverse</u>. CA: Author.</p>



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	Karger & Stoesz, Chpts. 3 & 9
Week 4: 9/22	<u>History of US Social Policy – Civil War to New Deal</u> Carlton-LaNey, I. (1999). African American social work pioneer's response to need. <u>Social Work</u> , 44(4), 311-321.
Week 5: 9/29	<u>History of US Social Policy – New Deal to Conservative Backlash</u> AV: The Life & Times of Rosie the Riveter <i>DUE: POLICY REFLECTION JOURNAL 10%</i>
Week 6: 10/06	<u>Voluntary & For Profit Sectors</u> Karger & Stoesz, Chpts. 6 & 7 <i>EXAM: EQUITY IN SOCIAL POLICY 15%</i>
Week 7: 10/13	<u>Discrimination in Society</u> Wahab, S. (2002). "For their own good?": Sex work, social control and social workers a historical perspective. <u>Journal of Sociology and Social Welfare</u> , 29 (4), 39-57. Karger & Stoesz, Chpt. 4 <i>DUE: ADVOCACY PAPER & PRESENTATIONS 15%</i>
SECTION II	SOCIAL POLICY IN PRACTICE

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<p>Week 8: 10/20</p>	<p><u>Poverty & Policies of Public Assistance</u> 10/23</p> <p>Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. <i>Social Work</i>. 46 (4), 297-308.</p> <p>Seccombe, K., James, D., et. al. (1998). “They think you ain’t much of nothing”: The social construction the welfare mother. <i>Journal of Marriage & the Family</i>. 60 (4), 849-865</p> <p>Cloward, R. A. & Fox Priven, F. (2003). The weight of the poor: A strategy to end poverty. In G. Mink & R. Solinger (Eds.), <i>Welfare: a documentary history of U.S. policy and politics</i> (pp. 249-259). New York: New York University Press</p> <p>Weisberg, R., & Vieira, M. (2002). <i>Ending welfare as we know it</i> [DVD]. New York, NY: Filmmakers Library.</p>
<p>Week 9: 10/27</p>	<p><u>Social Insurance</u></p> <p>Karger & Stoesz, Chpt. 10</p> <p>1. DUE: ADVOCACY PAPER & PRESENTATIONS 15% 2. DUE: POLICY REFLECTION JOURNAL 10%</p>
<p>Week 10: 11/03</p>	<p><u>Health & Food Policies</u></p> <p>Blau, J. (2004). Health care: Programs and policies. In J. Blau with M. Abramovitz. <u>The dynamics of social welfare policy</u>. (pp. 373-402). NY: Oxford University Press.</p> <p>Karger & Stoesz, Chpts. 12 & 17</p> <p>DUE: ADVOCACY PAPER & PRESENTATIONS 15%</p>



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Week 11 11/10	<p><u>Mental Health & Substance Abuse</u></p> <p>Karger & Stoesz, Chpt. 13</p> <p><i>DUE: ADVOCACY PAPER & PRESENTATIONS 15%</i></p>
Week 12: 11/17	<p><u>Criminal Justice Policies</u></p> <p>Abrams, L. S. & Curran, L. (2000). Wayward girls and virtuous women: Social workers and female juvenile delinquency in the progressive era. <i>AFFILIA: Journal of Women and Social Work</i>. 15 (1), 49-64.</p> <p>Karger & Stoesz, Chpt. 14</p>
Week 13 11/24	<p>Week 13: <u>Child Welfare Policy</u> 11/27</p> <p>Karger & Stoesz, Chpt. 15</p> <p>DUE: POLICY REFLECTION JOURNAL 10%</p>
Week 14: 12/01	<p><u>Housing Policies</u></p> <p>Karger & Stoesz, Chpt. 16</p> <p><i>DUE: FINAL PAPER 30%</i></p>
Week 15: 12/09	<p><u>An International Perspective in the American Welfare State</u></p> <p>Harding, S. (2004). The sound of silence: Social work, the academy, and Iraq. <u><i>Journal of Sociology and Social Welfare</i></u>, 31 (2), 179-197.</p>



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Karger & Stoesz, Chpt. 18

Evaluation

There are several methods of evaluation. Your attendance and participation maximize your experience of the class, but it is not part of the grade. It is expected that all assignments will be completed on time. Out of respect for your colleagues, late assignments will lose 1 mark per day, unless arrangements are made **PRIOR** to due date.

All papers are expected to be of graduate student quality, which means concise, coherent, well-organized writing with citations for all data and other referenced ideas. Papers must follow APA (American Psychological Association) guidelines.

1. Participation in Class 20%

Students are expected to attend all classes and come to class prepared for discussion. Each week students will engage in group activities during a portion of the class time to reinforce or highlight a topic. Your active participation in thoughtful discussions will be evaluated along with your class attendance.

2. Nickel & Dimed Reaction Paper 10% September 15

Following your reading of the book Nickel and Dimed, provide an analysis of the social policy implications of the main theme of the text. The paper should analyze the problem that necessitates policy designed to offer support for low income people. The paper should be **no more than 4 double-spaced pages**. In your paper answer the following questions:

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- 1) What is the nature of the problem?
- 2) How widespread is it?
- 3) Who is affected by it?
- 4) How are people affected by it?
- 5) What are the causes of the problem?
- 6) What is the author's position on the issue?
- 7) What is your position on the issue?

The paper is not intended to be based on academic research but to focus on your individual assessment, and intellectual and emotional responses to the book. However, you may include references to researched facts and figures that explain the policy or places your analysis in a broader context. Papers will be graded on clarity, organization, analysis and recommendations for policy change.

3. Equity in Social Policy Exam 15%

October 16

Essay exam focusing on challenges in social justice policy development, resource allocation and values as discussed in class and in the readings. Students will be presented with social policy case vignettes and asked to consider the issues and challenges involved with each, identify their own values, offer values based solutions and defend those solutions in their essays.

4. Group Poster & Presentation 15% October 20 through November 10 (weeks 8-11)

Prepare a **15-minute** presentation on a specific policy issue for which you will sign up in class. With a predetermined group, prepare a three panel poster presentation on a specific policy issue of your choice. The policy you choose can be of any type at any level. Your poster will pose a policy question and answer it with pictures, facts, figures and text. Presentations will be graded on visual impact, the breadth and depth of your



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analysis, the logic of your argument, use of evidence to support your position, the organization of your presentation, and your ability to integrate and synthesize the content of your presentation.

5. Integrated Analysis Paper 30% December 8 (week 15)

The final paper will be a **maximum of 5 double-spaced typed pages**, in length. Complete a scholarly analysis of a social policy, emphasizing depth of analysis with reference to synthesis and integration of complex political, social and economic interests. The paper will be graded on the depth and breadth of your analysis, the organization and logic of your discussion, the use of evidence to support your position and the clarity of your writing.



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6. Policy Reflection Journals 10% October 6 & 27, November 17 & December 1

Students are expected to attend all classes and come to class with reading assignments completed and prepared for writing, reflection and discussion. Students will keep a policy reaction journal to track their internal responses to the subject matter over the course of the semester. In each class session you will be asked to use the first 10-15 minutes of class to respond in your policy journal to a question relevant to the readings or discussion. The question will be posed by the instructor. Students receive up to 5 points for each journal submitted with a maximum of 20 possible points to be received for the four (4) journals submitted (each week's reading will result in an entry as a reaction to the readings and discussions- so, each of the journals submitted will cover 3-4 weeks or reactions).