SWRK 250 - Social Welfare Policies and Services (Writing Intensive Course)

CSUS Catalog Course Description

Analyzes contemporary social welfare policy and the ways in which policy is carried out through a broad spectrum of agencies and services, in a historical and philosophical context relevant to professional social workers. This course meets the foundation competencies of social welfare policies and services within the specific context of thinking, reading and writing in social work policy practice.

Extended Version of the Course

In correspondence with the mission of the Division of Social Work at CSUS this course is intended to help students engage in policy practice by becoming proficient in the content and conventions of processing information, developing frameworks and problem solving that are unique to the field of social work policy and integrated practice.

While the foundation knowledge required of conventional policy courses would remain
the structural component of the course the content is structured to dynamically involve students’ cognitive and critical thinking abilities for the purposes of changing their attitude toward reading and writing and become proficient in ways of clarifying, assessing, comparing, integrating and creating policy based practice options. The reading materials assigned for the course (some of which are to be completed in the summer prior to the beginning of the Fall.2010 semester), are designed to provoke the students’ curiosity regarding the history and the dynamics of policies and services in the global and national context.

A fundamental purpose of this course is to stimulate students' thinking about the controversial areas of social welfare policy, particularly those areas that affect the disenfranchised and the oppressed groups in America and in the international arena. Students will read materials that set the background for asking "Why" and “How” questions –particularly with a social justice focus. Each reading component corresponds with a writing requirement that requires reflective processing of the information in an active manner. The assignments required go beyond documenting the understanding of the subject to reflecting on the integrated nature of policy with practice, theory, research and advocacy.

In concurrence with the philosophy of the Division of Social Work at CSUS and the Council of Social Work Education, the content will include the embedded challenges of social welfare policy implementation at the agency, state and federal levels. Writing assignments involve examination of students’ values and the values of their respective societies in shaping the policies of the government at the macro level. The course is also designed to guide the students toward mastering the writing style required for critically evaluating the programs of the welfare state and the social welfare policy-making.
processes in the historical, social, political and global contexts.

Furthermore, the reading materials require students to cultivate analyzing the philosophy of contemporary American welfare state in responding to the needs and problems of varying pockets of the society. Most importantly students will be prepared to face the challenges in their writing and are expected to practice writing in a way that brings in cognitive shift toward reading and writing within the discipline of social work.

_Please note that in addition to the reading from the text there are additional readings for each week that must be done to be integrated in your discussions as well as your reading summaries that are submitted. It is the student’s responsibility to ensure that the relevant reading is covered and discussed where relevant (a second reading schedule is included in this document)._
Course Objectives & Outcomes

By the end of the semester, students will

Objective 1. Students will understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline and cultivate the discipline-specific ways of knowing the social problem background of social policies and programs, with a special focus on the historical evolution of these problems and the changing nature of the government’s response to them.

Outcome 1: Students will demonstrate this understanding of the changes in the magnitude of the social problems, policy trends and organization of the services through assimilation of materials presented in the class that is highly correlated with the assigned readings, and by completing the assigned reflective writing projects that are significant for critical analysis of policies related to specific policy area of their interest.

Every week students will actively engage in an individual in-class reflective writing based on specific guidelines integrating course content and writing after meeting in small groups to discuss the assigned readings. This reflective writing will be submitted to the instructor at the end of each month. Instructor will provide written non-critical feedback with the objective of offering empowering suggestions to improve students’ comprehension of the writing fallacies. Students will integrate the feedback and re write the reflective writing piece for blind peer review-the following week. An average of the instructor’s and the peer’s grade will be computed to indicate the final grade for each reflective writing piece. Overall this component of the class carries 20% of the course grade.
Objective 2. Students will Understand the major formats, genres, and styles of writing used in the discipline of social work; and learn to actively use critical thinking skills to process the political and legislative processes that establish and fund the public programs for client systems of various sizes- individuals, families, oppressed groups, organizations and communities.

Outcome 2: Active participation in the class discussions to discuss the assigned reading for each week is required. Home work (outside the class) consisting of written summaries of readings with each summary expected to encompass a significant theme that made an impression on the student will be required. There will be two revisions allowed for each of this assignment. This carries 20% of the grade.

Objective 3. Practice reading and writing within the discipline and evaluate from a policy perspective how the current political trends and ideological themes impact the provision of social welfare services to clients who need the services most and yet are unable to utilize them in a timely manner.

Outcome 3: The 5 page advocacy proposal paper through which students will demonstrate a specific knowledge base of controversies in state and local social welfare policy particularly the conceptual underpinnings of the different policies by focusing on a specific policy area based on readings of current events. Students must read articles relevant to social welfare policies at the state and federal levels on a regular basis and use this knowledge to reflect the rationale for their advocacy efforts. This carries 10% of the course grade. Writing must follow the rubric devised for this purpose.
**Objective 4.** Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing. Students will develop extensive clarity about the criteria for a value-critical appraisal of social policy and programs with regard to the role of social policy in shaping peoples’ lives, particularly their sense of well being and degree of participation in the processes that govern the functioning of the society.

**Outcome 4:** Students will demonstrate this competency by completing all the assigned readings and by assimilating the needed knowledge concerning the multifaceted problems faced by population-at-risk and groups that are targets of racism, sexism and economic oppression. Students will read the Green book and peruse the Senate and the House websites every week to engage in study of the policies introduced to address problems faced by these groups and by developing critical thinking skills with regard to complications involved in developing social policies that address the needs of these groups. The case-based quizzes, the written summaries and the diversity and policy summary assignments with ample opportunities for peer review, instructor feedback and multiple revisions will demonstrate this competency.

**Objective 5.** Students will learn to apply policy analysis frameworks to analyze social welfare policies for the purposes of developing viable programs and recommendations that can be sustained in the real world. Integrated into this objective is the expectation of identifying the key elements of social welfare policy that deeply impact the practice of professional social work at the three levels and learn to develop policy based strategies that will help initiate and sustain social change.
Outcome 5: Students will demonstrate the ability to conduct thorough policy analysis and understand the wide gap between rationally constructed policies and politically motivated incremental policies through the policy analysis project which results in a 15 page policy analysis paper which constitutes the final exam for this class. Carries 20% of the course grade.

Objective 6. Develop comprehensive knowledge of current global trends and international issues in the context of American social policies and vice-versa with special emphasis on the interconnections of nations in impacting the lives of citizens all over the world. Students will understand that economic and social justice are global issues Active participation in the class debates and by providing constructive written criticism of materials presented in class and assigned readings on the discussion board maintained for the class will enhance the achievement of this objective.

Outcome 6: Students will compare and contrast the social welfare policies and the social systems of the developed and the developing nations. One required means to achieve this goal is to follow the world developments via mass media and the World Wide Web for the purpose of documenting their reactions to significant policy related issues in a “global economic and social justice journal” which the students will share with the rest of the class via discussion board. Constitutes 10% of the course grade.

Objective 7. Students will develop a keen sense of social and economic justice and understand the role of social advocacy in policy formulation and implementation processes by identifying the contemporary socio-economic factors that affect the quality
and extent of services provided to varying client systems.

**Outcome 7**: A five-page mini social advocacy proposal demonstrating an understanding of social welfare policies and services would be developed by the students. They will employ a critically balanced framework necessary for making effective, informed and sustainable decisions in the public and non-profit sectors.

**Course Format**

Classes will be a combination of class discussions, small group discussions, lecture with detailed power point slides, web sites for additional readings and referrals, discussions on webCT, in-class discussions on readings, and debates. Students not completing any of the required assignments will receive a “Fail” grade in the class. Following are the assignments that need to be completed.

1) Reflective Writing: **(10% 20 points.)** Critical examination of their understanding of class lectures and visual presentations in combination with assigned readings on significant policy issues. Students will engage in this process every fortnight after participating in small group discussions on readings and class presentations on policy issues and advocacy. Subjected to two levels of review by the instructor and peers. The purpose of the reflective writing is to allow students to think about the issues they're working on and examine their feelings about what they are experiencing and learning. Some of what you will learn in this class will be through the process of introspection. The reflective writing is designed to be a catalyst for that, so feel free to approach it with no restrictions. There's no specified length, and the writing doesn’t have to be tied to any other assignment. The only requirements are that you integrate
your feelings and thoughts with what you have read and heard in class within the scope of the writing rubric.

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 6 double-spaced pages. In your paper answer the following questions:

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) Critical summaries of readings: (40 points 20% of grade) To be submitted each month 3 days after the class session- for example the last class session in September is on
the 28th the paper summarizing the reading for the month of September is due on Friday October 1. The final summary is due December 17

4) **Group Poster & Presentation 15%** October 19 through November 09 (weeks 8-11)

Prepare a **25-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 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) The 15 page policy analysis paper. In this paper students will:

a) analyze the social problem background of social policies and programs
b) use the criteria learned in class for a value critical appraisal of social programs and policies
c) use policy analytical frameworks to analyze the goals and objectives of policies
d) evaluate the fit between the goals and objectives and the social problem that necessitated the policy
e) document their own value perspectives in determining the merits of the goals and objectives
f) analyze the eligibility rules of why certain target groups are chosen over others and the merits of those choices
g) document the difficulties in evaluating goals and objectives of implemented policies and program
h) evaluate the classification schemes used for benefit and service types
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DIVISION OF SOCIAL WORK

i) understand and write about the appropriateness of costs, over utilization, underutilization, incentives and disincentives and use the criteria learned in class for evaluating quality service delivery.

Group Discussions
Group Discussions are an integral part of this course. Students must strive to create an atmosphere that includes a sense of belonging, feeling respected, valued and accepted for who they and their fellow students are. Students have a right to receive a level of supportive energy and commitment from others not to interfere in each other’s learning. Carries 10% of the grade.

Grading
The course grade will be determined from grades secured by students in each of the following six components:

Policies about Reading and Assignments
You are expected to read all assigned material and to complete all written assignments after the class in which they will be assigned or reviewed. This is a writing intensive course which expects students to secure 60% of their grades from their demonstration of competencies specific to social work policy practice writing skills.

Failure to complete assigned readings, exercises, or written journals/ assignments will affect your learning and consequently your grade.
Expecting your group members to do your work is not permitted.
Trying to dominate the in-class discussions and online postings with irrelevant comments to compensate for the incomplete assignments will not be allowed.
Completing the pre assigned exercises in class with the help of classmates is not allowed.

**Participation:** Class participation is essential to your learning. Sleeping in class and/or failure to actively participate in class discussions or class activities and disturbing other students with tasks and gimmicks that are distractive to or demeaning of fellow students are strictly prohibited.

**Teaching Philosophy and Methods**

I consider my teaching role in the context of a reflective practitioner who continually assesses the impact of my teaching on my students with regard to their enthusiasm and choices for further learning.

I purposefully and actively present situations that act as catalysts to my students’ learning. I consider it my responsibility to provide you with opportunities to grow professionally in a consistent manner. I believe in fostering a loving and unstrained learning environment in my class where the relationships among students and with me are inspirational forces for further learning. It is my hope that when you leave my class you would leave it with an aspiration for continuous learning and mastery of activities that are part of your work as professionals. I consistently endeavor and do act with fairness, respect for my students, their time and an inherent faith in their ability to excel.

I will certainly provide the needed structure, feedback and framework for learning through my methods of empowering assessment, lectures augmented by Power Point slides, films and handouts and the continuous activities designed to improve students’
writing. My teaching strategies include reflection, active listening, and stimulating students to think through class discussion, lectures, assignments, group and individual consultation and a regularly maintained Sac CT site specifically for this class for you to access a good deal of the class materials.

**Student Responsibilities**

Students are required to:

Take initiative with a reflective attitude and appreciation for their potential for learning. Each class is a workshop designed to cultivate your empathetic, comparative, and creative thinking and writing in the context of social welfare policies and services.

Seek opportunities for learning in consultation with the instructor, community personnel, field instructors, campus resources and fellow students.

Develop creative responses to the class assignments and challenge the instructor respectfully for further learning.

Have a plan for enhancing one’s own learning through exemplary professional conduct and contributions in class, such as respect for class activities as manifested by the enthusiasm for learning and the assignments.

Engage in rational problem-solving and courteous interaction with me and other students, with a keen respect for the great power that lies within each human being.
Students experiencing difficulties with class materials, assignments, exams, and/or other aspects of the course, must seek assistance from the instructor and such students are ensured that whatever assistance may be required from the instructor will be provided with utmost respect for the student and his/her learning process.

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128. For current Writing Center hours and more information, visit www.csus.edu/writingcenter.

**University Policies:**
The University rules regarding academic honesty will be strictly enforced. These rules are outlined in the current university catalogue. Students who are unfamiliar with them should review them or consult the instructor.

If you have a documented disability that affects your participation in this course and/or if you have a disabling condition which requires special consideration, educational services and specific arrangements for examinations and assignments for this class, please contact me and provide the necessary documentation from the Office of Disability to submit your request.

I. **Requirements**

<table>
<thead>
<tr>
<th>Type</th>
<th>Points</th>
<th>Percentage</th>
<th>Due date &amp; week</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Reflective in-class writing</td>
<td>20 pts.</td>
<td>10%</td>
<td>September-December</td>
</tr>
<tr>
<td>f. Nickel &amp; Dimed Reaction paper-</td>
<td>20pts</td>
<td>10%</td>
<td>9/14 week 3</td>
</tr>
</tbody>
</table>
II. **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.

III. **Required Texts & Readings**


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

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.

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.
**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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; reading</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/31/10</td>
<td>Introduction Overview &amp; definitions Course Objective</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/7/10</td>
<td>American Social Policy Models: Political &amp; Economic: Chapters 1 &amp; 8 of text</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/21/10</td>
<td>History of US Social Policy – Civil War to New Deal</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/28/10</td>
<td>History of US Social Policy – New Deal to Conservative Backlash</td>
<td>Reading summary for September due 10/1</td>
</tr>
<tr>
<td>6</td>
<td>10/5/10</td>
<td>Voluntary &amp; For Profit Sectors Chapters 6 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/12/10</td>
<td>Discrimination in Society Chapter 4 of text change 7:30-Jackie</td>
<td>Equity in Social Policy Exam-</td>
</tr>
<tr>
<td>8</td>
<td>10/19/10</td>
<td>Poverty &amp; Policies of Public Assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 5 &amp; 11 of text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/26/10 Social Insurance&lt;br&gt;Chapter 10 of text&lt;br&gt;Reading summary for October due 10/29</td>
<td>Group I Presentation</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/2/10 Health &amp; Food Policies&lt;br&gt;Chapters 12 &amp; 17 of text</td>
<td>Group II Presentation</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/09/10 Mental Health &amp; Substance Abuse&lt;br&gt;Chapter 13 of text</td>
<td>Group III Presentation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/16/10 Criminal Justice Policies&lt;br&gt;Chapter 14 of text</td>
<td>Group IV Presentation</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/23/10 Child Welfare Policy&lt;br&gt;Chapter 15 of text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/30/10 Housing Policies&lt;br&gt;Chapter 16-</td>
<td>Reading summary for November due 12/3</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/7/10 An International Perspective in the American Welfare State&lt;br&gt;Chapter 18</td>
<td>Policy analysis paper due (draft)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/14 Finals</td>
<td>Reading summary for December due 12/17</td>
<td></td>
</tr>
</tbody>
</table>
Scheduled reading including the supplemental reading (items to be found in the library or wherever you find them. These complement the texts)

| Week 1: 8/31 |  
| Karger & Stoesz, Chpt. 2 – An analysis framework  

| Week 2: 9/7 |  
| American Social Policy Models: Political & Economic  
| Karger & Stoesz, Chpts. 1 & 8  

| Week 3: 9/14 |  
| Tax Policy, Religious Ideology & the Reluctant Welfare State  
| California Budget Project. (2008). *Planning for California’s future: The state’s population*  

<table>
<thead>
<tr>
<th>Week 4: 9/21</th>
<th>History of US Social Policy – Civil War to New Deal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AV: The Life &amp; Times of Rosie the Riveter: (Utube) <a href="http://www.youtube.com/watch?v=04VNBM1PqR8">http://www.youtube.com/watch?v=04VNBM1PqR8</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6: 10/05</th>
<th>Voluntary &amp; For Profit Sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Karger &amp; Stoesz, Chpts. 6 &amp; 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7: 10/12</th>
<th>Discrimination in Society</th>
</tr>
</thead>
</table>

Karger & Stoesz, Chpt. 4
## SECTION II: SOCIAL POLICY IN PRACTICE

### Week 8: 10/19

**Poverty & Policies of Public Assistance**

10/23


Seccombe, K., James, D., et. al. (1998). “They think you ain’t much of nothing”: The social construction the welfare mother. *Journal of Marriage & the Family*. 60 (4), 849-865


### Week 9: 10/26

Karger & Stoesz, Chpt. 10

1. **Group 1 Poster presentation**
2. **DUE: POLICY REFLECTION JOURNAL #2**

### Week 10: 11/02

**Health & Food Policies** link below for the Blau reading


Karger & Stoesz, Chpts. 12 & 17

1. **Group 2 Poster presentation**
<table>
<thead>
<tr>
<th>Week 11</th>
<th>11/9</th>
<th>Mental Health &amp; Substance Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Karger &amp; Stoesz, Chpt. 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Group3 Poster presentation</td>
</tr>
<tr>
<td>Week 12:</td>
<td>11/16</td>
<td>Criminal Justice Policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karger &amp; Stoesz, Chpt. 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Group4 Poster presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Policy Reflection Journal #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karger &amp; Stoesz, Chpt. 15</td>
</tr>
<tr>
<td>Week 14:</td>
<td>11/30</td>
<td>Housing Policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karger &amp; Stoesz, Chpt. 16</td>
</tr>
<tr>
<td>Week 15:</td>
<td>12/07</td>
<td>An International Perspective in the American Welfare State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Policy Reflection Journal #4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karger &amp; Stoesz, Chpt. 18</td>
</tr>
<tr>
<td>Week 16</td>
<td>12/14</td>
<td>Submit e-copy of final paper</td>
</tr>
</tbody>
</table>
**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.

**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 6 double-spaced pages**. In your paper answer the following questions:

- What is the nature of the problem?
- How widespread is it?
- Who is affected by it?
- How are people affected by it?
- What are the causes of the problem?
- What is the author’s position on the issue?
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.

4. Group Poster & Presentation 15% October 19 through November 09 (weeks 8-11)
Prepare a **25-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 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 7 (week 15)
The final paper will be a **maximum of 15 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.