This course is required for all graduate students in social work. The course has the following general goals:

1. To introduce students to the history and development of modern social welfare, the profession of social work, and its values and ethics;
2. To provide the knowledge and skills to understand major policies that form the foundation of social welfare;
3. To provide an historical, economic, political and social framework for understanding the development of social welfare policies and social service delivery at the local, state, national and international level;
4. To explore how social welfare institutions and the profession of social work reflect, reproduce, and oppose institutional racism, classism, sexism, and homophobia;
5. To provide students with a framework for analyzing policy that can be applied to major areas and institutions of social welfare; selected systems, i.e. child welfare, health care, mental health, criminal justice etc. will be used as examples in lectures, readings, case studies, and media presentations;
6. To understand and demonstrate policy practice skills in regard to economic, political and organizational system;
7. To explore the role of policy in service delivery in child welfare services, health, mental health, aging, disability, housing and food;
8. To review the impact of current political arrangements in the delivery of social services and social welfare programs.

Specific Course Objectives and Outcomes

1. Students will demonstrate critical thinking skills through analyzing the roots and socioeconomic contexts of social welfare policies and the profession of social work. This will be demonstrated in writing assignments and class exercises. Students will develop an understanding of the historical development of the social work profession, including the profound crisis in social services in the US. This will be demonstrated in writing assignments and class exercises.
2. Students will become knowledgeable of the centrality of diversity, specifically class stratification and institutionalized racism, sexism, and homophobia in both the practice and profession of social work. This will be demonstrated in writing assignments and class exercises.
3. Students will demonstrate the ability to critically understand the programs, philosophy and assumptions of leading policies, including strategies of empowerment, advocacy and social action, in social work. This will be evidenced in writing assignments and class exercises.
4. Students will understand the limitations and difficulties of social service programs. This will be demonstrated in writing assignments and class exercises.
5. Students will understand social welfare policies in various systems and institutions. This will be presented in writing assignments and class exercises.
6. Students will develop a vision of an ideal welfare program and/or a society in the US and globally in which the need for 'welfare' is at a minimum. This will be demonstrated in writing assignments and class exercises.

The emphasis in this course is on critical analysis, not rote learning or memorization. There will be a considerable amount of reading and writing, plus a great deal of hard thinking. If you have a learning disability or there are other reasons that might interfere with your ability to complete the class requirements, please make an appointment immediately to see me during my office hours.

ADA Provisions
Students who have a learning disability or experience other reasons that might interfere with their ability to complete the class requirements, need to make an appointment and discuss this with the instructor. Students with documented learning difficulties can obtain special accommodations for course materials, testing facilities, and equipment by contacting the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD). The instructor should be advised of these accommodations so as to better assist the student with his/her learning need.

Ethical Practice
As developing social work professionals, it is expected that students will become familiar with and adhere to the NASW Code of Ethics. This code for professional behavior and conducts should guide your actions in class and in the field agency setting. Ethical violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor or the field instructor has previously advised a student of the violation(s).

Plagiarism: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to: not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.
Writing Style: Other than those specified in the assignment requirements, apply the basic APA (American Psychological Association) style for all written assignments both in the main text and in citing references. Copies of the APA manual are available in the library. All written assignments should be typed and double-spaced. They must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. See the following APA tutorial for citations.
http://flash1r.apa.org/apastyle/basics/index.htm
Sample references: http://flash1r.apa.org/apastyle/basics/data/resources/sample-references2.pdf
COURSE REQUIREMENTS

1. **Active participation in class discussions (50 points).** This is based on:
   - General class participation (25 points). I assume you will be in class and actively engaged in the class discussions.
   - Lead a small group discussion on the assigned readings (25 points). Students will be assigned responsibility for leading a discussion of the week's readings. On the assigned day, selected students will turn in a brief one to two page outline with the following information about the assigned readings:
     - Key themes (do not comment on each individual article-identify common and/or contradictory ideas presented in the readings);
     - New and challenging ideas;
     - Connections between the week’s readings and previously assigned class readings and discussions;
     - Specific relevance of the readings to social work practice (micro, mezzo, macro);
     - Additional questions/concerns.
   This assignment will be discussed in class. Examples are posted on SacCT.

2. **The first assignment is a short paper, no more than 2 pages (25 points).**
   Discuss how the assertion by P. Freire that “a social worker is not a neutral agent either in practice or in action” relates to your experiences working in social services. You are expected to refer to Shipler in your essay.
   
   **Paper is due September 7, 2010.** Be prepared to discuss your paper in class.

3. **Take an action to stop violence against an oppressed population.**
   Turn in a brief description of the action taken explaining why you selected this action and what you hoped to accomplish. This paper should be only two pages. **It is due in class Week 10, November 2, 2010.** Attending a lecture, presentation, or workshop does not fulfill this requirement. Organizing one does! This action cannot be a part of either your work or field placement responsibilities.

4. There will be three take-home assignments. They will require considerable thought and work. **Bring 2 copies of your draft of essay #1 to class on October 12, 2010; the completed essay is due October 19, 2010 (see course syllabus for essay assignment.)** The second essay will be posted on SacCT October 19, 2010. Bring 2 copies of your draft of essay #2 to class on November 2, 2010; the completed essay is due November 9, 2010. The third and final essay will be posted on SacCT November 9, 2010. Bring 2 copies of your draft of essay #3 to class on November 30, 2010; the completed essay is due at the last class, December 7, 2010.
The essays will require you to use specific readings, class lectures, discussions and critical analytic skills.

All assignments must be typed (double-spaced and 12 point font) and turned in on time. Late papers will be penalized 25 points. An essay can be revised and resubmitted for an improved grade with permission of the instructor as long as the original paper was not late. You must meet with me to discuss rewriting a paper. When submitting a rewritten paper, include the original paper.

**Use the APA format for all papers.** After the first paper, points will be deducted for incorrect APA format. The format will be reviewed in class. For additional information on correct APA format see http://flash1r.apa.org/apastyle/basics/index.htm
Sample references: http://flash1r.apa.org/apastyle/basics/data/resources/sample-references2.pdf

You are strongly encouraged to discuss assignments with other students, to form study groups, etc., but you must write your own paper. Class time will be used to discuss the assignments. **INCLUDE YOUR EMAIL ADDRESS ON EVERY PAPER.**

Final Grades will be based on: Assignment #1 (short paper due 2nd class session), 25 points; each essay is 100 points (total of 300 points); action to stop violence, 25 points; class participation, 25 points, and reading discussion assignment, 25 points.

400-370 = A, A-  (Superior Work)
369-320 = B+, B, B-  (Good Work)
319-280 = C+, C, C-  (Acceptable Work)
Less than 279 = failure  (Unacceptable Work)

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.
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.

REQUIRED READINGS
Readings posted on SacCT.

RECOMMENDED READING
Blau, J. with M. Abramovitz. (2010). *The dynamics of social welfare policy.* NY: Oxford University Press. (4 of 13 chapters are included in the Reader. It is an excellent reference to have in your professional library)

CLASS SCHEDULE
Week 1  August 31  Introduction and Overview
* Discuss 1\textsuperscript{st} writing assignment in small groups

Week 2  September 7  State of the Nation
FIRST PAPER DUE (See page 2)
* Class discussion of Shipler:
  o Key themes;
o New and challenging ideas;
o Specific relevance of the readings to social work practice (micro, mezzo, macro);
o Links with other readings;
o Additional questions/concerns.

**Required Reading:**

**Relevant Web Sites:** See course web page for web addresses
The Nation; Thomas: US Congress on the Internet
White House Policies http://www.whitehouse.gov/agenda
Census Bureau
State of California:
California State Assembly
California State Senate
California Statistical Abstract
Legislative Analyst's Office
California Department of Social Services
California Budget Project
U.S. Poverty Basics
California Tax Reform Association
The Stanford Center for the Study of Poverty and Equality

**Week 3**  
**September 14**  
**State of the State**
**Guest Speaker:** Scott Graves  
Senior Policy Analyst  
CBP

**Required Readings at** [www.cbp.org](http://www.cbp.org) and SacCT:

**Required Readings on SacCT:**
Retrieved from [http://www.thenation.org](http://www.thenation.org)

**Week 4**  
**September 21**  
**State of Social Work**
**Guest Speaker:** Janlee Wong  
Executive Director  
NASW California

**Required Reading in Reader:**

**Required Readings on SacCT:**


**Recommended Reading on SacCT:**


Relevant Web Sites: See course web page for web addresses

Board of Behavioral Sciences

NASW: California

NASW: National

NASW Code of Ethics

Social Welfare Action Alliance

SWAN Social Work Access Network

Information for Practice

Social Work Reinvestment Commission

**Weeks 5, 6, 7 September 28, October 5, 12 Policy Analysis #1 Essay Assignment**

Analyze a specific agency (field placement or work) policy in terms of the questions in the FRAMEWORK FOR POLICY ANALYSIS (on SacCT). First *briefly* explain the policy you are discussing. This assignment is generally 5 to 7 pages long. Cite the assigned readings in your analysis.

**Draft Due 10/12/10. Final paper Due 10/19/10.**

Week 5 September 28

**Required Readings in Reader:**


**Required Readings on SacCT:**

Definitions for Policy Analysis
Framework for Policy Analysis

**Week 6**

**October 5**

**Guest speakers:**
Molly Brassil, MSW  
Deputy Director of Regulatory Affairs  
California Primary Care Association

Mary Sheppard, MSW  
Social Services Consultant III  
California Department of Social Services-  
Outcomes Bureau.

Maggie Young, MSW  
Grassroots Coordinator  
League of Women Voters

**Required Readings in Reader:**


**Required Reading SacCT:**

**Week 7**

**October 12**

**BRING TWO COPIES OF DRAFT OF POLICY PAPER TO CLASS**

**Required Readings in Reader:**
**Required Readings on SacCT:**


**Recommended Reading on SacCT:**

**Relevant Web Sites:** See course web page for web addresses
- Children's Defense Fund
- Center for Law and Social Policy (CLASP)
- Economic Justice for Tax Reform
- American Public Human Services Association
- Joint Center for Poverty Research
- Institute for Research on Poverty
- The Urban Institute
- Assessing the New Federalism: An Urban Institute Program to Assess Changing Social Policies
- California Budget Project
- Center on Budget and Policy Priorities
- Influencing State Policy
- PolicyLink

**Week 8**  October 19  POLICY PAPER DUE
The Origins of Social Work and Social Workers in the U.S.
Essay #2 posted on SacCT 10/19/10; due 11/9/10

**Required Readings in Reader:**


**Required Readings on SacCT:**

**Recommended Readings in Reader:**
Piven, F. Fox, Cloward, R. (1993). Relief, labor and civil disorder: An

Video: Legacies of Social Change (00527)(Part one)

**Week 9**  
**October 26**  
**The Progressive Era**

**Required Readings on SacCT:**  
**Required Readings in Reader:**


Video: Ida B. Wells: A passion for justice (53 minutes)

Relevant Web Sites: See course web page for web addresses  
California’s Underground Railroad  
Angel Island: Immigrant Journeys of Chinese-Americans  
Emma Goldman Papers  
Immigration in the Progressive Era  
The African-American Mosaic  
Twenty Years at Hull House  
The Seneca Falls Declaration  
Women’s Rights Chronology  
Historical Perspectives on social welfare in the Black community (1886-1939)

**Week 10**  
**November 2**  
**The Great Depression**  
**Social Action Paper Due**  
**Review draft of Essay #2**

**Required Readings in Reader:**

Regulating the lives of women: Social welfare policy from colonial times to the present (pp. 215-240). Boston, MA: South End Press.

Required Readings on SacCT:

Film: Rosie the Riveter

Relevant Web Sites: See course web page for web addresses
- Louis Wicks Hines Photographs
- WPA Life Stories
- FDR and the New Deal
- Paul Robeson
- America from the Great Depression to World War II.
- California’s Living New Deal Project

Week 11 November 9 The War on Poverty
Essay #2 Due

Essay #3 on SacCT 11/10/10; due 12/7/10

Required Readings in Reader:


Required Reading on SacCT:

Recommended Reading on SacCT:

Video: The War on Poverty

Relevant Web Sites: See course web page for web addresses
- Civil Rights Act of 1964
- Poverty Guidelines, Research and Measurement
Weeks 12, 13, 14                  November 16, 23, November 30
Current Welfare Policy

Week 12                          November 16
Required Readings on SacCT:
Seccombe, K., James, D., Walters, K. B. (1998). ‘They think you ain’t much of
nothing’: The social construction of the welfare mother. Journal of
Marriage & Family, 60(4), 849-865.
v. the National Academy of Science measures. CLASP. Accessed at
couples with children be better off economically if they married? CLASP,

Week 13                          November 23
Film: Salt of the Earth
Accessible at http://www.archive.org/details/salt_of_the_earth

Week 14                          November 30  Review draft of Essay #3
Required Readings in Reader:
Hacker, J. (2006). Introduction. On the edge (pp. 1-9); The new economic
insecurity (pp. 10-34); Risking it all (36-60). The great risk shift. NY:
Oxford University Press. (footnotes pp. 200-208)
Zuberi, D. (2006). Poverty and policy in the United States and Canada (pp.13-
23; footnotes pp. 193-197); Social welfare policy differences (pp. 86-112;
footnotes pp. 202-205) in Differences that matter social policy and the

Required Readings on SacCT:
Speiglman, R., Li, Y. (2008, March). Addressing barriers on the path to self-
sufficiency. Policy Brief. Oakland, CA: Child & Family Policy Institute of
California.
Academic Search Premier database.

Video: Take It From Me (005979)

Relevant Web Sites: See course web page for web addresses
Institute for Global Communications
Homelessness and Poverty
Joint Center for Poverty Research
Child Welfare On-Line Review
End Poverty Now
Week 15  December 7  The future of social services
Essay #3 Due

Required Reading:

Required Reading on SacCT:


Relevant Web Sites: See course web page for web addresses
There are many, many progressive and informative web sites, here are just a few to give you a taste of what you can find. ZNet; Social Welfare Action Alliance; Latino Issues Forum; Mexican Legal Defense and Education Fund; Legal Momentum; The Feminist Majority; National Women's History Project; National Gay Lesbian Task Force; Handsnet; Alternet (alternative news source); Moveon; MomsRising.