Social Welfare Policy & Services
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 and the profession of social work;
2. To provide an historical, economic, political and social framework for understanding the development of social work policies;
3. To explore how social welfare institutions and the profession of social work reflect, reproduce, and oppose institutional racism, classism, sexism, and homophobia;
4. To provide students with a framework for analyzing policy issues in selected social work fields;
5. To explain the current attacks on social services and social welfare programs.

Specific Course Objectives
1. Students will demonstrate the capacity to analyze the roots and socioeconomic contexts of social work policies in writing assignments and class exercises.
2. Students will demonstrate an understanding of the historical development of the profound crisis in social services in the US in writing assignments and class exercises.
3. Students will become knowledgeable of the centrality of 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.
4. Students will demonstrate the ability to critically understand the programs, philosophy, assumptions of leading policies in social work; this will be evidenced in writing assignments and class exercises.
5. Students will understand the failure of income maintenance programs; this will be demonstrated in writing assignments and class exercises.
6. Students will understand specific welfare policies in the areas of the family, women, and children; this will be presented in writing assignments and class exercises.
7. Students will develop a vision of an ideal welfare program and/or a society 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.

**COURSE REQUIREMENTS**

(1) **Active participation in class discussions (50 points).** This will be based on:
- General class participation (25 points). I assume you will be in class and actively engaged in the class discussions.
- Provide insightful and thought provoking questions on the assigned readings (25 points). For each class meeting selected students will be responsible for providing two questions on the assigned readings, and leading a discussion of the readings. Questions must be emailed to me one week prior to the class session in which they will be discussed. Email the questions in the body of the email, NOT AS AN ATTACHMENT. A hard copy of the questions must be turned in on the day they are discussed. This assignment will be discussed in class.

(2) The first assignment is a short paper, no more than 2 to 3 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 the second class, September 12, 2006.** Be prepared to discuss your paper in class.

(3) **You are required to 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 7, 2006. 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. **A draft of essay #1 is due in class on October 17, 2006,** the completed essay is due October 24, 2006 (see course syllabus for essay assignment.) The second essay will be handed out October 24, 2006 and due November 14, 2006. The third and final essay will be handed out November 14, 2006 and due at the last class, December 12, 2006.
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 Psychological Online Documents and CSUS Library site. (see course web page for web site addresses)

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.

(5) 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 discussion questions for the readings, 25 points.

400-360= A, A-Superior/Outstanding Work)
369-320= B+, B, B- (Good Work)
319-280= C+, C, C- (Acceptable Work)
Less than 279= failure (Unacceptable Work)

REQUIRED READINGS


CLASS SCHEDULE

Week 1 September 5
Introduction and Overview

Week 2 September 12
FIRST PAPER DUE (See page 2)
Bring TYPED sample question to class.
State of the Nation

Required Readings:

Relevant Web Sites: See course web page for web addresses
The Nation; Thomas: US Congress on the Internet
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

Weeks 3 September 19
State of the State

Required Readings:

In Reader:

Weeks 4 September 26
State of Social Work

In Reader:

Relevant Web Sites: See course web page for web addresses
Board of Behavioral Sciences
NASW: California
NASW: National
NASW Code of Ethics
Using the framework for policy analysis developed in class, please analyze a specific agency (field placement or work) policy in terms of how power, age, resistance, gender, race, and class influence the implementation and consequences of the policy. Remember to first briefly explain the policy you are discussing. This assignment is generally 6 to 8 pages long. Cite the assigned readings in your analysis. For examples of this assignment, see course web page. Paper 1

Week 5  October 3
In Reader:

Week 6  October 10
In Reader:

Week 7  October 17
BRING IN DRAFT OF POLICY PAPER TO DISCUSS IN CLASS
In Reader:
Blau, J. (2004). Income support: Programs and policies. In J. Blau with M.


Relevant Web Sites: See course web page for web addresses
- Children's Defense Fund
- Center for Law and Social Policy
- 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

**Week 8** October 24

Policy Analysis Paper (Essay #1) Due

Essay #2 handed out; due November 14, 2006

The History of Social Work and Social Workers in the United States

In Reader:

Reference Source (in reader):
Week 9  
October 31

The Progressive Era

In Reader:


Video: The Heart of Bassett Place or Ida B. Wells

Relevant Web Sites: See course web page for web addresses
California’s Underground Railroad
Angel Island: Immigrant Journeys of Chinese-Americans
Emma Goldman Papers
Jacob Riis Exhibition
Immigration in the Progressive Era
The African-American Mosaic
1889 Jane Addams Hull House
Twenty Years at Hull House
The Seneca Falls Declaration
The 19th Amendment
Women's Rights Chronology
Women and Social Movements in the US 1830-1930
Historical Perspectives on social welfare in the Black community (1886-1939)

Week 10  
November 7

Social Action Paper Due

The Great Depression

In Reader:


Film: Rosie the Riveter

Relevant Web Sites: See course web page for web addresses
Louis Wicks Hines Photographs
WPA Life Histories
FDR and the New Deal
The McCarran Act/Internal Security Act (1950)
Paul Robeson

**Week 11**

November 14

Essay #2 Due

Essay #3 handed out; due December 12, 2006

**The War on Poverty**

**In Reader:**


**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 21, 28, December 7
Current Welfare Policy

Week 12  November 21
Film: Salt of the Earth

Week 13  November 28
In Reader:

Week 14  December 7
In Reader:

Video: Take It From Me or A Day’s Work, A Day’s Pay

Relevant Web Sites: See course web page for web addresses
Institute for Global Communications
Homelessness and Poverty
Welfare Reform:
Economic Success Clearinghouse
Joint Center for Poverty Research
Week 15 December 12 Essay #3 Due
The future of social services

In Reader:

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. A very good place to start is with ZNet. Social Welfare Action Alliance; The Black World Today; Latino Issues Forum; Mexican Legal Defense and Education Fund; Legal Momentum; The Feminist Majority: National Women's History Project; National Gay Lesbian Task Force; Human Services and Community Development; Alternet (alternative news source);Moveon; Easy Online activism; Moms Rising.