Course Description
The Social Welfare Policy and Services course is a foundation course required for all graduate students in social work. The course studies the development and structure of the American Social Welfare System and provides the facts as well as the theory-based conceptual and analytic tools, practical frameworks and models, to understand American society's response to need as it has evolved from the Colonial Era to the present. The course approach will be descriptive, historical and analytical.

This course will address the development of social policy and social welfare state from the early days to the present and encourages critical assessment of the foundation of specific policies. Students will be introduced to the history, development and the relationship between social work profession and social policy.

The course will critically analyze the status of income maintenance; health care; mental health; and child care policies and their connection to political, economic and social institution. Course content recognizes the diversity of the population, the economic and cultural inequality, their differential access to resources and programs as well as their efforts in achieving economic and social justice.

In sum, the course draws on applied social science liberal arts background to logically analyze and criticize the history of American social welfare institutions and programs, social service structures, policy analysis, and political process and to anticipate and impact the future changes.

Philosophical Framework
The course builds on the liberal arts perspective, drawing on the following liberal arts content areas: Economics (Keynesian and Supply side economics), Philosophy (Lock, Social Darwinism, laissez faire, social determinism), History (Western European and American history), and Political Science (deTocqueville, Populism, Progressivism, Republican and Democratic political philosophy).

Specific Course Objectives
By the end of the semester students will:
- Demonstrate the capacity to analyze the roots and the socioeconomic contexts of social work policies in writing assignments and class discussions.
- Demonstrate mastery of critical understanding of programs and their philosophy and assumptions. This competence will be demonstrated in writing assignments and class exercises.
- Demonstrate an understanding of the interaction between the public and private sectors and their relationship to the profession of social work in policy formulation and delivery of services.
Demonstrate proficiency in developing critical and comparative thinking while analyzing the past and recent trends of the welfare system by analyzing a present issue or social problem through class exercises of written assignments.

Demonstrate the ability to analyze the nature of poverty, racism, and sexism and their place in the history of social welfare and social institutional trends in the United States.

Demonstrate the ability to envision the future of social welfare by analyzing the present trends. This ability will be presented in writing assignments, policy analysis and class exercises.

Demonstrate ability to envision alternative welfare programs and services.

**Teaching Objectives**

- Facilitate, motivate and model critical comparative analysis of social welfare policies and processes.
- Nurture analytical and critical thinking in an environment conducive to participation, challenge and cooperation.
- Reinforce students’ creativity and personal experiences by positively accepting all contributions as starting points for explorations.
- Promote positively work-group habits and team interaction.

**Course Format and Performance Evaluation**

**Attendance:**
It is important to attend class each day. Lectures and class exercises and discussions extend your understanding and application of your new knowledge.

**Active participation and in class discussion**
In order to have an effective and successful class, a prior preparation and prior reading of the assigned materials is needed. I would highly recommend that students bring additional information or other findings to share with the class and utilize web sites resources.

- There will be two take-home assignments (reflection papers). These essays will require a lot of reading and analytical thinking and will cover the already discussed topics. They will be three pages long (double-spaced). Each essay will count for 10 percent of the final grade. See Class Schedule for deadlines. Further instruction will be provided in class.

- 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 1. 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. 20 percent of the total grade.

- There will be an analysis paper (40 percent of the final grade) of the main policy of the social service agency where you are at or other social policy you are familiar with or interested at. This 10 pages analysis will utilize any of the suggested frameworks or policy analysis models, in order to analyze the economic, political, administrative feasibility of the policy as well as its effectiveness. Further information will be provided in class regarding this extended policy analysis paper.

- You are required to design an alternative social policy instead of the one that you think has failed or it is not effective. Turn a brief description of this policy and the major differences from the current policy (max. 2 pages long). Briefly describe how possible/feasible it will be that the majority of the voters will support your policy. Propose your policy to your
classmates and ask for their agreement/disagreement with it. Your grade will be based both on policy design and its presentation to the class. (20 percent of the total grade). Further information will be provided in class.

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<thead>
<tr>
<th>Course Evaluation</th>
<th>Percentages</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>2 Analytical reflection papers</td>
<td>20</td>
<td>September 26, October 31.</td>
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<tr>
<td>Policy Analysis</td>
<td>40</td>
<td>Nov. 21-Dec. 12.</td>
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<tr>
<td>Alternative design and presentation</td>
<td>20</td>
<td>Nov. 21-December 12</td>
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<tr>
<td>Action to stop violence</td>
<td>20</td>
<td>November 7</td>
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- The Final Grade will be calculated using percentages. The Grading Scheme is as follows:
  
  - A   = 93-100%
  - A-  = 90-92%
  - B+  = 88-89%
  - B   = 83-87%
  - B+  = 88-89%
  - B-  = 80-82%
  - C+  = 78-79%
  - C   = 73-77%
  - C-  = 70-72%
  - D+  = 68-69%
  - D   = 63-67%
  - D-  = 60-62%
  - F   = 0-59%

Required Readings

VII. Tentative Class Schedule
Week 1
Sep. 5  Introduction and Overview

Week 2

Required readings:
Jansson chps. 1

Required Readings:
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

Weeks 3, 4
Theory - based frameworks, models and conceptual tools.
The Economics and Demographics of Welfare.

Required readings:
Jansson chp.2
Shipler chps. 1-3

Week 5
Oct. 3 The Development of Social Work in the United States.

Required readings:
Jansson chps. 3, Shipler 4-6

In reader:

Relevant web sites:

Oct. 10 Early Days.

Required readings:
Jansson, chps. 4,5, Shipler chp.7

Weeks 7, 8 The Development of Social Welfare and Social Work in the United States

Required readings:
Jansson chp. 6, Shipler chp.8

Handout articles:
Sklar, K.K. Hull House in the 1800s: A community of women reformers. Signs, 10.

Relevant web resources: California's Underground Railroad; Angel Island; Immigrant Journeys of Chinese-Americans; Emma Goldman Papers; Jacob Riis Exhibition; Ellis Island
Immigration in the Progressive Era; The African-American Mosaic
Shomburg Images of African Americans from the 19th Century
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
Week 9  The Social Welfare State and Social Work Developments: Continuation
Oct. 31  The Great Depression

Required readings:
Jansson chps. 7, 8, Shipler chp.8
Handout:

Required Readings:
In Reader:

Relevant web resources:
Louis Wicks Hines Photographs; WPA Life Histories; FDR and the New Deal The McCarran Act/Internal Security Act (1950); Paul Robeson


Week 10  The Development of Social Welfare State and Social Work: continuation
Nov.7  The War on Poverty

Required Readings:
Jansson chps. 9, Shipler chp.9

In reader:

Relevant web resources: Civil Rights Act of 1964; Poverty Guidelines, Research and Measurement

Assignment: Action to stop violence due.

Week 11,12
Nov. 14, 21.  The Current State of the Welfare Policy and Services: Income Maintenance Programs, Health Care; Child Care; Mental Health.

Required readings:
Jansson chps. 10, 11, 12, Shipler chp.10, 11
In reader:

Relevant Web Sites: Institute for Global Communications; Homelessness and Poverty; Welfare Reform: Welfare Information Network; Joint Center for Poverty Research; USDHHS Welfare Information; CalWorks; Child Welfare On-Line Review; No Promotion of Marriage

Assignments: Brief Description of Alternative Policy Due Nov.21
Presentations and Discussions

Weeks 13, 14
Nov. 28, Dec, 5
Where the current situation does leads the future of Welfare in America?

Required readings:
Jansson chps. 13, 14, Shipler Epilogue
Assignment: Policy Analysis Presentation Due

In Reader:

Web sites: The Black World Today; Hispanic OnLine; NOW Legal Defense; The Feminist Majority; National Women's History Project; National Gay Lesbian Task Force; Service Members Legal Defense; Handsnet; Alternet (alternative news source);Moveon; Easy Online activism.
Assignment: Policy Analysis Paper Due.

Week 15
Dec. 12 Presentations and Discussion
Assignment: Policy Alternative Design Presentation Due; Policy Analysis Paper Due