



SACRAMENTO STATE

DIVISION OF SOCIAL WORK

SW 150: Section 3 Welfare in America Fall 2014 Course # 84649

Dr. Sylvester Bowie, Associate Professor Office Mariposa Hall 4008 Phone number: 916-278-7165 Class meets Tuesdays 6:30-9:20 PM	Office Hours: Monday 10-12:00 PM & 2-3 PM Tuesday 1:00-2:00 PM and 5-6 PM Thursday 2:00-3:00 PM drop in during these hours or by appointment. Meeting Location Sequoia 301 Course: Welfare in America SWRK150 The class meets on Tuesday 6:30-9:20 PM
Web address www.csus.edu/indiv/b/bowies/ Email: bowies@csus.edu	All quizzes, the midterm and final must be completed on SacCt on or before the specified time, unless instructed otherwise by the instructor.

The primary text is: Popple, P. R. & Leighninger, L., (2010). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. (5th ed.). Boston: Allyn & Bacon

Additional readings will be assigned by instructor.

This course provides students with an overview of the history, purpose, structure and costs of contemporary American social welfare policy and programs. The role of social work in policy development will be examined with attention given to the social, political and economic conditions which set the stage for development and evolution of the American welfare state. Students will analyze current 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 undergraduate social work majors. The course aims to:

1. Provide a 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;
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.
4. All work submitted to the instructor must have a cover page. The cover page will have your name the name of the assignment, the date and the name of the instructor.

Objectives

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

- Demonstrate the ability to critically understand the programs, philosophy and assumptions of leading welfare policies, including strategies of empowerment, advocacy and social action;
- Develop an awareness of the complex historical, political, social, economic and cultural factors that shape the process and outcomes of policy decision-making;
- Understand the implications of social policies on diverse gender, ethnic and racial groups, families, low-income and oppressed communities;
- Describe the historical development of the social work profession and demonstrate an understanding of the limitations and difficulties of social service programs;
- 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.

Learning Outcomes

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

- Demonstrate knowledge of the process, concepts and vocabulary of social policy;
- Demonstrate an understanding of the complex forces and systems involved in the policy-making process;
- Recognize the relationship between political ideology, policies and social welfare programs and practice;
- Understand methods of advocacy for policies that promote the well-being of oppressed and vulnerable communities.

Required Text & Readings

- Popple, P. R. & Leighninger, L., (2010). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. (5th ed). Boston: Allyn & Bacon. (This text is also available for rental at the Hornet Bookstore):
- Students will be assigned readings and viewings to be retrieved from the library and other sources including the internet. Materials including newspapers, magazines, journals, books and videos.

IV. Requirements	Points	Percentage	Due Date
a. Attendance & participation	20	10	Weeks 1-15: starting September 2-December 9, 2014
b. Group Poster Presentation	20	10	Week 13-11/25, (Groups 1, 2 & 3) Week 14-12/2 (Group 4 &5)
c. four scheduled quizzes	40	20	Weeks 4 (9/23) ,8 (10/28), 12 (11/18), 14 (12/2)
Advocacy action & 0-8 paper & outline 0-2	10	5	Outline due October 28. Final paper due December 2 on SacCt.
d. Midterm	50	25	Week 13: November 25 (based on chapters 6-9)
e. Final test	60	30	week 16 December 16 based on chapters 9-13
Total	200	100	

Plagiarism-

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, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it 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. When the source is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory).
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. .
(<http://www.csus.edu/admbus/umannual/UMP14150.htm>) In this course a grade of {F} can be expected by students who plagiarize

SacCT

This course will be placed on SacCT for ongoing discussions, updates, posting of scores and grades, questions, placing of articles and notes, as well as any other information related to the course. **Each student must have access to the internet and activate his/her SacLink account to access the site.** The course id is **SWRK150 Section 3**. To access this course, go to the web page, <http://online.csus.edu>. Click on the link, "Login my SacCT". In the SacCT ID box enter your SacLink password in the Password box. All quizzes, the midterm and final will be done or submitted on SacCT.

Disability

ADA Provisions:

Students with learning disability or who have circumstances that might interfere with their ability to complete class assignments in a timely manner, must make an appointment and discuss this with the instructor. Students with documented learning disability can get special accommodation for course materials, testing facilities, and equipment. It is important to discuss such situation with the instructor at the earliest opportunity.

The student is responsible for making arrangements for accommodations and support services with the Specialist and the instructor in a timely manner. Use of reader, tutor, or note-taker requires certain office procedures that the student must complete before these support services can start.

If you believe you will need accommodations please contact Services to Students with Disabilities (SSWD). Phone: (916) 278-6955 (Voice) (916) 278-7239 (TDD only) Fax: (916) 278-7825
E-mail Address: sswd@csus.edu

Teaching/Learning Modalities

This class will be taught 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.

Attendance & Participation Policy

This class meets one time each week for 2 hours and 50 minutes. Whether excused or unexcused, students may have up to 2 absences without any impact on their score for attendance, but participation will be affected by all absences. Please note that the total maximum points for attendance and participation is 20. If a student has more than two absences, the following deduction in points will occur based on the number of classes missed:

- **This is the measure for attendance and participation: Missing class: 3= -5 , 4= -8 , 5= -12, 6= -15, 7= -20, (points will be taken from attendance and participation section)**

EVALUATION

There are several methods of evaluation. Your attendance and participation maximize your experience in the class. Excessive absences reduce the possibility of receiving a passing grade. Please see attendance policy above. 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 undergraduate 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 for references.

1. Scheduled Quizzes (10 points each for a total of 40 points) Weeks 4, 8, 10, & 14 Dates are Quiz #1=September 23 for, Quiz # 2=October 21, Quiz # 3= November 4 and Quiz # 4 = December 2. The quizzes will all be based on the reading from previous class sessions.

Quizzes: there will be four scheduled quizzes. All quizzes as well as the Midterm & Final will be based on the reading, class discussion, guest speakers, video, and any other resource material presented in class.

The primary text is “Popple, P. R. & Leighninger, L., (2010). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. (5th ed). Boston: Allyn & Bacon.”

2. Group Poster Presentation (20 points) Weeks 13 & 14 November 25 (Groups 1-3) & December 2 (groups 4-5)

With a predetermined group, prepare a panel poster presentation on a specific policy issue of your choice. The policy you choose can be of any type at any level. Presentations will be in this order: **Week 13-11/25, (Groups 1, 2 & 3)** **Week 14-12/2 (Group 4 & 5)**

Your poster will pose a policy question and answer it with pictures, facts, figures and text. You will use the poster during the presentation and not have it like a prop during your presentation (If you are unclear what a poster presentation is please visit this website for some guidance. <http://www.pitt.edu/~etbell/nsurg/PosterGuide.html>) Presentations will be graded based on the rubric outline below (**See full rubric on SacCt**):

- Organization as you made the presentation (**this includes the use of the poster during the presentation**. Please note that there is the expectation that the poster will be used actively as part of the presentation)
- Creativity in presentation
- Policy content (journal articles will be evaluated under this subheading) and
- Oral Presentation

You will **identify 4-6 refereed articles/journals** on your reference page. You should use your creativity with this presentation make it interesting to the learner (Data presented though visual means will help- charts, graphs, tables etc.), the organization of your presentation, and your ability to integrate and synthesize the content of your presentation. As part of your presentation, you should identify the need for such policy, the main proponents of such a policy, opponents (at the time the policy was proposed and event currently), current benefits and the area where the policy or program needs strengthening. The Presentations will occur during regularly scheduled class time. Each group will have up to 35 minutes for its presentation and that includes 5-10 minutes for questions and answer (**use a maximum of 45 minutes for the presentation**).

Do not spend your time reading from a flash card while failing to make eye contact or connect with the audience. Rather, you should engage the audience and make your presentation interesting.

The group will provide the **instructor with a Hard Copy of the outline for presentation (on the day of your presentation)** and **a copy will be placed on SacCt under the assignment tab** (only one copy per group).

Please see some policy issues that have been discussed by other groups (posted on SacCt- these are only examples and you are not obliged to choose from this list).

For the outline that will accompany your presentation please do the following: (if unclear about doing an outline see sample on SacCT)

- Identify the problem- and provide some background/history of that problem that the policy/program is supposed to be addressing,
- Identify supporters and opponents of the policy (individuals and groups): this should include the sponsor of the bill, the people cosponsoring in both chambers, the size of the vote and the date of the signing by the president of governor.
- Identify the actual legislation that guides the policy/program, formulation of the policy, and evaluation of the policy (using models such as the FLIE- note that this is not the only model. There are at least three other models that will be presented in class) and
- Provide any critical data (use charts, graphs and tables where useful) that make the key points in your presentation.
- This outline should not be a series of bullet points.
- You must include your references with the outline and the names of the group members should be on the cover page.

3. Midterm Exam (50 points) Weeks 12 November 25 (completed before coming to class)

Multiple choice, short answers, true false questions focusing on social justice policy development, resource allocation and values as discussed in class and mainly in the readings.

- 3. Advocacy Action Paper and Outline- (10 points) Due December 2, 2014 on SacCt by 6:30 PM:- 2-3 pages in addition to the cover page. Your outline that is due by October 28 @ 6:30 PM-** should provide information about the agency/organization or group that you will be participating with. You should have basic identifying information such as name, location, type of organization and the date of the planned activities as well as your name and the class information. The 10 points will be divided this way: 0-2 points for outline (should be less than a page) and 0-8 points for the final submission.

So, this assignment has two parts: 1. The first part is the outline and 2. The final produce: Please note that if you have completed your advocacy action early it can be submitted any time after October 28.

For this outline you will include the name and contact information for the group/organization that you will get involved with that is involved in action for change. Ensure that there is enough information to help the instructor determine if the agency meets the requirement. You will also describe how you will be involved with the group/organization or agency and the information you provide will include the date and time you will be participating if it is known. This can be written up in 2-3 paragraphs and should not exceed a page

The final product will cover the points below from a-e

The document you submit should:

- a) include identifying information about the name of the group or organization that you observed or was involved with (this information requires a few sentences that says what the agency does. It will help the instructor determine if the group is doing advocacy),
- b) the location of the group and the date (s) you were involved.
- c) You will describe what you experienced in terms of what you observed, heard and did as is relevant. You will describe and discuss your impression of the event and the impression you are left with
- d) Use subheadings to help with clarity as the reader follow the discussion. You will use standard written English with sentences and paragraphs.

5. Final to be completed on SacCT 60 points) December 16 started by 6:30 PM

Finals will be based on class discussions, readings and other presented materials covering the period weeks 12-15 November 18 through December 9

Grading Structure: This course has a total of 200 possible points during the semester. The grading breakdown will be as follows:

Score	Percentage	Letter Grade
200-196	100-98	A+
194-186	93-97	A
184-180	92-90	A-
178-174	89-87	B+
172-166	86-83	B
164-160	82-80	B-
158-154	79-77	C+
152-146	76-73	C
144-140	72-70	C-
138-134	69-67	D+
132-128	66-64	D
126	Below 64	F

Week	Date	Topic	Reading	Activities
1	9/2	Introductions & Overview Review course objectives & syllabus; complete introductions The Policy-Based Profession	<i>Introduction Chapter 1</i>	
2	9/9	Defining Social Welfare Policy	Chapter 1 cont.	
3	9/16	Defining Social Welfare Policy Social Welfare Policy Analysis	Chapter 2	
4	9/23	Definition and Social Welfare policy analysis	Chapter 2 & 3	Quiz #1
5	9/30	The important of History in analysis	Chapter 4	
6	10/7	Social/Economic Analysis & introduction to Social Security http://www.youtube.com/watch?v=3xzVBe3hm	Chapter 5 & 8	
7	10/14	Politics and Social Welfare	Chapter 6	
8	10/21	Fighting Poverty: Temporary Assistance to Needy Families	Chapter 7	Quiz #2
9	10/28	Aging: Social Security as an Entitlement-please review this url before the start of class http://www.c-spanvideo.org/program/FutureofSocial	Chapter 8	
10	11/4	Mental Health: Managed Care	Chapter 9	Quiz #3
11	11/11	Veterans Day no Class		Veterans Day no Class
12	11/18	Substance Abuse Policies	Chapter 10	Midterm based on Chapters 6-9
13	11/25	Child Welfare: Family Preservation Policy	<i>Chapter 11</i>	Groups 1-3 presentation
14	12/2	Taking Action: Policy Practice for Social Workers	Chapter 12	Groups 4 & 5 presentation Quiz #4
15	12/9	Summarizing what policy is in the professional practice	Chapter 13	Advocacy Action Paper due on SacCT
16	12/16	Final	Based on chap. 9-13	<i>on or before 5/20 @ 6:30-8:30 PM completed on SacCt</i> Based on chaps. 9-13

The following list is a summary of the expectations for student participation in this class:

- Arrive for class on time.
- If using your computer/tablets or any device for note taking then that is the expectation for the use of such devices.
- Turn off cell phones (or ensure that they do not disturb the class).
- Attend each class and be an active participant.
- Each student is responsible to read all of the readings assigned for this class and be prepared for class discussion, small group exercises, and assignments.
- Read and think about the readings prior to each class so that you may contribute to the class in an intelligent manner.
- **Challenge yourself** to be an active learner by asking questions, discussing the course content with your classmates, and by addressing your concerns and criticisms with the professor.
- Challenge yourself to be open to hearing the ideas and thoughts of people with whom you disagree.
- If you have concerns about your understanding of the course content or assignment I expect that you will let me know so we can discuss your concerns.
- If you have a concern about anything that happens during class please let me know so we can discuss your concern.
- Disrespect for student colleagues or the instructor will not be tolerated as classroom dynamics must be safe, appropriate, on topic, open and respectful of diverse opinions and experiences.

As a guideline for organizing your workload, note that it is standard educational expectation that students spend 2-3 hours outside of class time “studying” for every hour spent in class.

