

<b>SYLLABUS FOR SOCIAL WELFARE POLICY I (SWRK 200)</b>	
Fall 2019	California State University, Fresno
Course Information:	Instructor Name:
Units: 3	Office:
Time:	Email:
Location:	Telephone:
Website:	Office Hours:

### **Catalog Statement**

Philosophical and historical foundations of the profession of social work and the domain of social welfare. Includes review of major federally sponsored social policies and programs in the United States and the relationship between social problems, programmatic responses and professional responses.

### **Course Description**

The course introduces the philosophical and historical foundations of the profession of social work and promotes knowledge and understanding of the policies, programs, services and processes within the domain of social welfare. Emphasis is given to the interrelationships among social, economic and political dimensions of these foundations in the context of societal response to problems and need of at-risk populations such as low-income people, racial and ethnic minorities, children, women, elderly, lesbian and gay people and other vulnerable and oppressed groups.

This course is designed to help social work students understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implication at the federal, state, and local levels. Students will understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

### **Prerequisites**

None

### **Required Textbooks and Materials**

DiNitto, D. M., (2016). Social welfare politics and public policy (8th Ed.). Boston, MA: Pearson.

### **Required Reading – Available on CANVAS**

Kelly Turner & Amanda J. Lehning (2007) Psychological theories of poverty. *Journal of Human Behavior in the Social Environment*, 16:1-2, 57-72, DOI:

[10.1300/J137v16n01\\_05](https://doi.org/10.1300/J137v16n01_05)

Kristine Frerer MSW & Catherine M. Vu MPA, MSW (2007) An anthropological view of poverty. *Journal of Human Behavior in the Social Environment*, 16:1-2, 73-86, DOI: [10.1300/J137v16n01\\_06](https://doi.org/10.1300/J137v16n01_06)

Jennifer Price Wolf MPH, MSW (2007) Sociological theories of poverty in urban America. *Journal of Human Behavior in the Social Environment*, 16:1-2, 41-56, DOI: [10.1300/J137v16n01\\_04](https://doi.org/10.1300/J137v16n01_04)

Amanda J. Lehning MSS (2007) Political science perspectives on poverty. *Journal of Human Behavior in the Social Environment*, 16:1-2, 87-103, DOI: [10.1300/J137v16n01\\_07](https://doi.org/10.1300/J137v16n01_07)

Jordan, B. (2008). Social work and world poverty. *International Social Work*. 51 440-452.

Lyons, K (2006). Globalization and social work: International and local implications. *British Journal of Social Work*, 36, 365-380.

Polack, R. (2004). Social justice and the global economy: New challenges for social work in the 21st Century. *Social Work*, 49, 281-290

Powell, F., & Geoghegan, M. (2005). Reclaiming civil society: The future of global social work. *European Journal of Social Work*, 8, 129-144.

## **Course Goals and Primary Learning Outcomes**

### **Course Goals**

1. Identify social policy at local, state, and federal level that impacts well-being, service delivery and access to social services [EPAS 5.1]
2. To acquire knowledge, skills and ethical principles needed for social work policy practice with a particularly a commitment to empowerment, social justice and cross-cultural awareness [EPAS 5].
3. To develop and elucidate professional knowledge about social welfare policies and programs in order to advance human rights and promote social and economic justice among marginalized groups in society. [EPAS 5].
4. To integrate theory and policy practice which promotes the development of critical thinking, advocacy, speaking, and writing skills [EPAS 5].
5. To promote the socialization and advancement of 1<sup>st</sup> year MSW students into the intellectual, sociopolitical, and cultural dimensions of the social work profession within the context of the local, state, national and global perspectives [EPAS 5].

### **Learning Outcomes**

Students will demonstrate in discussion, class presentations, and written assignments the ability to:

- 1.1 Define the characteristics and values of the social welfare policy and the social work profession and delineate their philosophical/historical development [EPAS 5].
- 1.2 Analyze, formulate and advocate for policies that advance the social and economic well-being of disadvantaged or at-risk populations [EPAS 5].
- 1.3 Demonstrate professional practice principles such as equality, social justice, empowerment, cultural awareness and others found in the NASW Code of Ethics as they apply to policy practice directed at various at-risk populations [EPAS 5]
- 2.1 Understand how social welfare policies can function as forms and mechanism of oppression and discrimination [EPAS 5].
- 2.2 Articulate an in-depth understanding of social welfare policy areas including elements of policy development, implementation and delivery structures in order to advance human rights and social and economic justice both nationally and internationally. [EPAS 5]
- 3.1 Demonstrate critical thinking about social, political and economic processes using an analytical model and how they influence the development of policies [EPAS 5].
- 4.1 Articulate a culturally, socio-politically differentiated national and global view of social welfare policy, including the critical assessment of roles and functions of social work practitioners [EPAS 5].

## **Examinations and Major Assignments**

### **Discussion Questions (DQ's) (40 points)**

This is a series of four take home assignments (10 points each). Each of these assignment poses a series of questions based on assigned weekly chapter readings from the text: DiNitto, D. M., (2016). *Social welfare politics and public policy* (8<sup>th</sup> Ed.). Students are required to individually draft written responses to these questions and bring their responses to class as indicated on the course schedule for group and general class discussion. Individual student responses to these study questions will be submitted to the instructor (uploaded onto CANVAS) for credit and will be used as part of the course grading criteria.

### **Course Quizzes (40 points)**

These are series of take home quizzes (10 points each) based on the assigned weekly chapter readings from the text: DiNitto, D. M., (2016). *Social welfare politics and public policy* (8<sup>th</sup> Ed.). Boston, MA: Pearson. Students are required to individually complete and submit these quizzes to the instructor for credit (see class schedule below). Quizzes will be used as part of the course grading criteria.

### **Paper #1: Theories of Poverty (50 Points)**

This is individual student essay, 8-10 pages, based on several required readings for the course on the subject of poverty. The objective of this assignment is to have the student comprehend, summarize, integrate, and contrast different perspectives on poverty that shaped societal responses to social problems in the form of social welfare policies.

### **Observation Policy Meeting Assignment (25 Points)**

Students will attend a public open policy meeting where discussion, decisions or recommendations concerning budgets, policies, practices and other civic matters are conducted. Acceptable meetings to attend consist of school boards, city councils, board of supervisors, or any related public meetings that affect matters of the public. Students will then draft a two page report on their experience at the policy meeting guided by a series of questions provided by the instructor. Students are also required to provide a short oral summary of their observations of the policy meeting to the class.

### **Policy Study (Common Assignment EPAS 5) (50 Points)**

This is a group project, in which the student will work collaboratively, responsibly, and respectfully with other students in the course to develop a policy study presentation using content from an assigned chapter from the text, DiNitto, D. M., (2016). *Social welfare politics and public policy* (8<sup>th</sup> Ed.). Boston, MA: Pearson. Students will choose a social problem they care about and identify a social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Instructions for the assignment will be posted on CANVAS during the semester

### **Final Paper (Common Assignment: EPAS 5) (50 Points)**

This is an individual student assignment. The final paper consists of 10-12 typed pages in which the student presents, summarizes, synthesizes, integrates and critically analyzes, several journal articles that discuss globalization and social work. The student will discuss the effects of globalization on world societies and disadvantaged populations. This paper will partly address how social and economic policies incorporate or fail to incorporate ideas and principles associated with empowerment, social justice, and cultural competency that affect human well-being. Instructions for the final paper will be posted on CANVAS during the semester.

All papers must utilize APA format and referencing/citation style

### **Extra Credit Assignment: Policy *Ache* (10 points)**

A policy *ache* is an existing social welfare policy that does not work as intended or as planned and causes harm, disruption, major inconvenience or is socially or morally unjust for some group in society. One or two students may work together can complete this assignment. Students provide an oral presentation on a policy *ache* and its negative consequences to a disadvantaged or at-risk population(s). Instructions for this extra credit assignment will be posted on CANVAS during the semester.

### **Grading**

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

248 – 275	A
220 – 247	B
193 – 219	C
165 – 192	D
< 165	F

### Evaluative Criteria

Course grades will be awarded to all students based fair and explicit criteria established by individual instructors and disseminated to students at the outset of the course. General guidelines which may be considered in the evaluation of oral or written work include: “A” indicates excellent overall work. Signs of intellectual curiosity, interest, creativity, superior insight or understanding of course content are components of excellence, as in consistent adherence to the following points:

**Content:** should be appropriate to graduate level social work; solid data sources; reflective, informed judgment (rather than spurious opinion or conclusions); and completeness and relatedness of described ideas to identified task.

**Organization:** oral or written assignments/responses should display coherence, consistency and logic in the development of given lines of reasoning or articulated themes/major points.

**Presentation:** attention should be given to sentence structure, spelling, grammar, neatness, and formatting/style should comport with acceptable APA guidelines.

“B” indicates very good quality work on two of the three components, but deficiencies are present in one of the components (content, organization, or presentation).

“C” indicates very good quality work on one of the above three components.

Instructors reserve the right to permit rewriting of assignments which receive lower than a “B” grade.

### **Assignment and Examination Schedule (For due dates, see course schedule).**

<b>Assignments/Activity</b>	<b>Weight</b>	<b>Points</b>
Attendance & Participation	7%	20
Quizzes (4)	15%	40
Discussion Questions (DQ's) (4)	15%	40
Observation Policy Meeting	9%	25
Case Study/Role Play	18%	50
Paper #1	18%	50
Final Paper	18%	50
<b>Totals</b>	<b>100%</b>	<b>275</b>

## **Subject to Change Statement**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## **Course Policies & Safety Issues**

**Late Paper Policy:** All late assignments will be reduced by 5 points for every day that it is late and will not be accepted after the third day. Exceptions to this rule are at the discretion of the instructor and will be granted only for rare and extenuating circumstances. The student is responsible for notifying the instructor regarding a late paper and making arrangements to turn in the assignment.

**Attendance:** Students are expected to engage in class discussion and class activities throughout the semester. Roll will be taken each time class meets. Students will be allowed one (1) absence during the course of the semester (no questions asked) without it affecting points and percentages of the grade earned in this area. Thereafter, 5 points will be deducted from the student's attendance points per absence and points deducted can exceed the 20 points assigned for attendance. Two (2) points will be deducted from the total points allocated for attendance/participation for each tardy recorded.

If you are absent or tardy from class, it is your responsibility to check on announcements made while you were away or any material distributed during class.

Use of electronic devices (pagers, cell phones, etc.):

To minimize class disruptions, please turn these devices off during the class. If you are required to be "on-call," please advise me at the beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class.

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## **University Policies**

### **Students with Disabilities**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

### **Honor Code**

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

### **Cheating and Plagiarism**

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

### **Computers**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

### **Disruptive Classroom Behavior**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

## **Copyright Policy**

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

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### **For free tutoring on campus, contact the Learning Center**

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

**Our campus has developed SupportNet** (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

### **Subject to Change Statement**

This syllabus and schedule are subject to change in the event of extenuating circumstances.



**SWRK 200**  
**Tentative Course Schedule (Subject to Change!)**  
**Fall 2019**  
**(Mondays, 8:00am – 10:50am)**

<b>Wee k</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment, Activities and Due Dates</b>
1	Mon. Aug 26	Introduction. Course Overview	
2	Mon. Sep 2	Holiday – Labor Day – No Class!	
3	Mon. Sept 9	Politics, Rationalism and Social Welfare Policy. The Policymaking Process. Psychological theories of poverty	DiNitto, Introduction Chapter & Chapter 1 Article: Turner & Lehning Psy. theories of poverty <b>Discussion Questions (DQs) #1 Due</b>
4	Mon. Sept 16	Analyzing, Implementing and Evaluating Social Welfare Policy An anthropological view of poverty	DiNitto, Chapter 2 Kristine & Vu, Anthro. view of poverty <b>DQs #2 Due</b>
5	Mon. Sept 23	Politics and the History of Social Welfare Policy Sociological theories of poverty	DiNitto, Chapter 3 Wolf, Soc. theories of Poverty <b>DQs #3 Due</b>
6	Mon. Sept 30	Ending Poverty: Is it an Issue Anymore? Political science perspectives on poverty.	DiNitto, Chapter 4 <b>Quiz #1 Due</b> Lehning, Pol Sci perspectives on poverty. <b>DQs #4 Due</b>
7	Mon. Oct 7	Preventing Poverty: Social Insurance and Personal Responsibility	DiNitto, Chapter 5 <b>Paper #1 Due</b> DVD/Video Pres: TBA
8	Mon. Oct 14	Disability Policy: Embracing a Civil Rights Perspective	DiNitto, Chapter 6
9	Mon. Oct 21	Helping Needy Families: An End to Welfare as We Knew It	DiNitto, Chapter 7 <b>Quiz #2 Due</b>
10	Mon. Oct 28	Providing Healthcare: Can All Americans Be Insured?	DiNitto, Chapter 8 DVD/Video Pres: TBA
11	Mon. Nov 4	Preventing Poverty: Education and Employment Policy	DiNitto, Chapter 9
12	Mon Nov 11	Holiday – Veterans Day – No Class!	
13	Mon. Nov 18	Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders	DiNitto, Chapter 10 <b>Quiz #3 Due</b>

14	Mon. Nov 25	The Challenges of a Diverse Society: Gender and Sexual Orientation; Race, Ethnicity and Immigration	DiNitto, Chapters 11& 12
15	Mon. Dec 2	Discussion of Final Paper	<b>Quiz #4 Due</b> <b>Student Presentations</b> Jordan, Social work and world poverty. Lyons, Globalization and social work.
16	Mon. Dec 9	Last Day of Instruction Discussion of Final Paper Course Wrap-up	<b>Student Presentations</b> Polack, Social justice and the global economy. Powell & Geoghegan, Reclaiming civil society.

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 12-13
Final Semester Examinations	Monday-Thursday	Dec 16-19
<b>Final Exam in this course – Final Paper Due</b>	<b>Monday, 6:00 pm</b>	<b>Dec 16th</b>