

San José State University
School of Social Work
Social Welfare Policy and Services: History and Values ScWk 202,
Section 4, Fall 2011

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| Instructor: | Kelsey Crowe |
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| Office Hours: | 2:00 |
| Class Days/Time: | Monday 6:00 to 8:45 |
| Classroom: | SH 312 |

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my HYPERLINK "<http://www.sjsu.edu/people/firstname.lastname>" [faculty web page](http://www.sjsu.edu/people/firstname.lastname) at <http://www.sjsu.edu/people/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Catalog Description

History of Social Welfare and Social Work with an emphasis on diverse populations, particularly Latinos/as, African Americans and Asian Americans. Social policy and social work values in relation to practice issues and social services. Three units.

Course Description

This foundation level course examines the historical development and current structures of social welfare policies and services in the U.S. through the lens of the school's transcultural generalist perspective, with a special emphasis on the history, mission and philosophy of the social work profession. The relationship between policy and practice – how policy frames service delivery, and practice can shape policy development -- is explored. The role of social policy in both hindering and furthering the equitable distribution of basic human and civil rights is stressed.

Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

- PO 1. *Identify as a professional social worker and conduct oneself accordingly*
- PO 3. *Apply critical thinking to inform and communicate professional judgments*
- PO 5. *Advance human rights and social and economic justice.*
- PO 8. *Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

Upon completion of ScWk 202 students will be able to:

Understand the historical development of important social welfare policies in the United States
PO: 8 (a) (Policy practice)

Demonstrate a working understanding of the role past social policies have played in shaping the current social and economic situation of diverse, disenfranchised, oppressed and marginalized populations in the United States. PO: 5 (a) (Social justice)

Understand the history of the social work profession and the role social workers played in the development of the U.S. social welfare system. PO: 1 (?) (Professional identity).

Utilize descriptive frameworks to describe approaches to social welfare service provision, as well as the characteristics of social welfare policies and services, i.e., goals, benefits, eligibility, administration, and financing. PO: 8 (a) (Policy practice)

Demonstrate an understanding of current social welfare services and programs in the United States, and how those structures compare to those of other countries PO: 8 (a) (Policy practice)

Demonstrate effective, professional oral and written communication skills related to policy arena
PO: 3 (a,c) (Critical thinking).

Required Texts/Readings

Textbook

Jansson, B.S. (2012). *The reluctant welfare state: American social welfare policies past, present and future* (7th ed.). Belmont, CA: Brooks/Cole.

Other Readings

Additional readings are noted in the course schedule; they are either available in the library, or will be posted on the course website.

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at [HYPERLINK "http://libguides.sjsu.edu/scwk"](http://libguides.sjsu.edu/scwk) <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.

Classroom Protocol

Students are expected to arrive on time, to read the readings assigned for the session, to participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one's peers as well as to the instructors. Laptops are permitted but students are expected to refrain from checking email, searching the internet or texting from cell phones during the class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's HYPERLINK "<http://info.sjsu.edu/static/catalog/policies.html>" [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the HYPERLINK "http://www.sjsu.edu/academic_programs/calendars/academic_calendar/" [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The HYPERLINK "<http://www.sjsu.edu/aars/policies/latedrops/policy/>" [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

| Assignment | Points | Course Student Learning Objective/Competency (SLO) |
|--|--------------------|---|
| Social Work History Papers | 20 each (40 total) | SLO: 3, 6 |
| Group Presentation | 20 | SLO: 4, 5, 6 |
| 5 Quizzes (six total, lowest grade is dropped) | 30 | SLO: 1, 2, 3, 4, 5 |
| Class Participation | 10 | SLO: 6 |

Penalty for Late Work

All assignments are to be turned at the start of class by the due date. Assignments turned in after the due date will be subject to an automatic 5% deduction unless there are extraordinary circumstances and arrangements have been made with the instructor. Errors in spelling, grammar and syntax will also result in a grade penalty.

Assignment 1 and 2: Two research papers, 20 points each (total 40)

Students are to write two research papers at different points of the semester that are four to five pages each. Students are to select an important person or event in the development of the social welfare system in the U.S. and describe and analyze the contribution of that event or person to the field taking into account the social and political mores at the time. One paper should address an earlier time in social welfare history, and another a more recent time in social welfare history. Exceptions are available to students who have a very specific interest in a time period and wish to cover two historical figures in one time period.

The first paper will be read as a draft. Comments will be provided and individual feedback given during course time in the following two weeks of class. The final version of your first paper is due on Class Week 13.

At the end of the semester, you hand in your second paper that had no option for preliminary review.

Papers will be formally graded at the end of the semester and are worth 20 points each.

A draft of the first paper, due Week 10 - *Subject to SSW Writing Policy*.

The finished papers (both one and two), due Weeks 14 and 15 - *Subject to SSW Writing Policy*.

The grade on the finished papers are the only and final grade for the paper. You will receive a grade for your draft paper- but is only an indicator of how far it needs to go- it is not a permanent grade.

Assignment 3: Group Policy Presentation and Discussion, 20 points

In groups of 2-3, students will select a current social welfare service program (TANF, EITC, FS, Medicare and Medicaid, WIC, Veteran's Benefits, etc.), and present an overview of that program to the class. Presentations should address eligibility, benefits, and funding of the program, make international comparisons, and apply the transcultural model to the program. In addition, the presentation should address how the program got started, including what politicians and advocacy groups supported it, and a few examples of threats to the program by different politicians or opposing advocacy groups over time.

PLEASE FIND ONE RELEVANT ARTICLE OR WRITE-UP ABOUT THE POLICY AND EMAIL IT TO YOUR FELLOW STUDENTS FIVE DAYS IN ADVANCE OF CLASS. THIS READING WILL CONSTITUTE PART OF THE CLASS' READING ASSIGNMENTS FOR THAT WEEK.

The presentation should be about 15 minutes, with five minutes for Q and A.

You are encouraged to make the presentation interesting by bringing in relevant, interesting details about the politicians or groups that supported this bill; about lively public demonstrations that occurred in support or opposition to this bill; photos of people involved historically over time or of protests; anything else that is creative yet relevant and promotes interesting learning opportunities.

Assignment 4: Six quizzes, five of which goes toward grade (lowest grade of the six quizzes is dropped). 30 points

Quizzes will cover readings

Class Participation: 10 points

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented or discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their

own knowledge and experience. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (6th edition), unless otherwise indicated on the assignment guidelines or by the professor. All papers must use standard, 12-point black fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

Grading

The grading and evaluation distribution for the class is outlined below.

| Percentage | Grade |
|------------|-------|
| 97-100% | A + |
| 93-96% | A |
| 90-92% | A - |
| 87-89% | B + |
| 83-86% | B |
| 80-82% | B - |
| 77-79% | C + |
| 73-76% | C |
| 70-72% | C - |
| 67-69% | D + |
| 63-66% | D |
| 60-62% | D - |
| Below 60% | F |

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The HYPERLINK "<http://www.sjsu.edu/senate/S07-2.htm>" [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The HYPERLINK "<http://dev.sjsu.edu/studentconduct/>" [Student Conduct and Ethical Development website](http://dev.sjsu.edu/studentconduct/) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the HYPERLINK "<http://www.drc.sjsu.edu/>" [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return selected assignments (as specified in the assignments section) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources (EACH OF THE FOLLOWING IS OPTIONAL)

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

*The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit **HYPERLINK** "<http://www.sjsu.edu/larc/>" [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.*

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The HYPERLINK "<http://www.sjsu.edu/writingcenter/about/staff/>" [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The HYPERLINK "<http://www.sjsu.edu/muse/peermentor/>" [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Course Number / Title, Semester, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

Table SEQ Table * ARABIC 1 Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------|--|
| 1 | 8/29/2011 | <p>Introduction and Overview of the Course Introductions; Course outline; Discussion of assignments; Class expectations; The social work curriculum: Where does social policy fit and why? The transcultural perspective as it applies to social welfare policy. Readings None required.</p> |
| 2 | Labor Day | NO CLASS |
| 3 | 9/12/2011 | <p>Basic Concepts in Social Welfare Policy Definitions of social welfare; Relationship of social welfare and social welfare policy; Religion and ideology as motivators of social welfare; Political ideologies; Role of social workers in social welfare and social policy.</p> <p>Readings Jansson, B. (2012). The symbiotic and uneasy relationship: clients, social workers, and the welfare state. In <i>The reluctant welfare state</i> (7th ed.), (Chapter 1: pp. 1-25).</p> |

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| 3 | 9/19/2011 | <p>Structural Frameworks for Describing Policy The relationship between policy and program; Characteristics and components of a social welfare program; The relationship between social problems, theories of cause, and policy interventions; The public/private mix of services.</p> <p>Readings</p> <p>Dolgoff, R. & Feldstein, D. (2009). Examining a social welfare program within the context of social justice: Structural components, alternative program characteristics, and evaluation. In <i>Understanding social welfare: A search for social justice</i> (8th ed.) (pp. 133-157). Boston, MA: Pearson Education.</p> <p>Gilbert, N. & Terrell, P. (2005). The design of the delivery system. In <i>Dimensions of social welfare policy</i> (6th Ed.) (pp.159-168 only). Boston, MA: Pearson Education Inc.</p> |
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| 4 | 9/26/2011 | <p>The Origins of the U.S. Social Welfare System The English Poor Laws as interpreted in the colonies;</p> |
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| | | <p>The principle of “less eligibility” and its relevance to current social welfare; The structure of government as outlined in the constitution; Federalism and its relation to social welfare.</p> <p>Readings</p> <p>Jansson, B. (2012). Fashioning a new society in the wilderness. In <i>The reluctant welfare state</i> (7th ed.), (Chapter 3: pp. 58-93).</p> <p>Trattner, W.I. (1999). The background. In <i>From Poor Law to welfare state: A history of social welfare in America</i> (6th Ed.) (pp. 1-14).</p> <p>Zinn, H. (1971). <i>The Bill of Rights</i>. In H. Zinn, <i>The Zinn Reader</i> (pp.412-419). New York: Seven Stories Press. (Original work published 1993).</p> |
| 5 | 10/3/2011 | <p>Early Developments in the U.S. Social Welfare System</p> <p>Relevant early U.S. history; Social welfare and social policies in the early U.S; Influences upon early U.S. social welfare by marginalized groups; Veterans Benefits information: Benefits, eligibility and financing, International comparisons, and current issues and debates.</p> |

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| | | <p>Readings Myers-Lipton, S. (2006). Native American contributions to egalitarianism. In S. Myers-Lipton (Ed.), <i>Social solutions to poverty: America's struggle to build a just society</i> (pp. 1-30) Boulder, CO: Paradigm Publishers.</p> <p>Weber, D.J. (2000). The Spanish borderlands of North America: A historiography. <i>OAH Magazine of History</i>, 14(4), 5-11.</p> <p>Student assigned reading on Veteran's Benefits</p> <p>Assignment Presentation on Veteran's Benefits</p> |
| 6 | 10/10/2011 | <p>U.S. Policies Toward Marginalized Populations - 19th and Early 20th Century Immigrants to the U.S., Spanish-speaking people in the U.S.; Civil War-era policies; the Freedmans' Bureau; Child Welfare Services information: Benefits, eligibility and financing, International comparisons, and current issues and debates.</p> <p>Readings Davis, J. (2001). American Indian boarding school experiences: Recent studies from Native perspectives. <i>OAH Magazine of History</i>, 15(2), 20-22.</p> <p>Jansson, B. (2012). Social</p> |

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| | | <p>welfare policy in the 19th century. In <i>The reluctant welfare state</i> (7th ed.), (Chapter 4: pp. 94-152).</p> <p>Student assigned reading on child welfare services.</p> <p>Assignment Presentation on Child Welfare Services</p> |
| 7 | 10/17/2011 | <p>Industrialization and Reform: Social Work and Social Welfare Policies in the Progressive Era Industrialization and the rise of labor; Social reforms; Settlement houses and friendly visiting; Jane Addams and Hull House; Mary Richmond and Social Casework; the role of social work and social workers in the reforms of the progressive era;</p> <p>Readings Berman-Rossi, T. & Miller, I. (1994). African Americans and the settlements during the late nineteenth and early twentieth centuries. <i>Social Work with Groups</i>, 17(3), 77-95. Franklin, D.L. (1986). Mary Richmond and Jane Addams: From moral certainty to rational inquiry in social work practice. <i>Social Service Review</i>, 60(4), 504-</p> |

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| | | <p>525.</p> <p>Jansson, B. (2012). Social reform in the progressive era. In <i>The reluctant welfare state</i> (7th ed.), (Chapter 5: pp. 153-196).</p> |
| 8 | 10/24/2011 | <p>VIDEO: The Triangle Fire</p> <p>The Development of the Profession of Social Work, and Continuing Tensions The history, mission and philosophy of social work; Cause and function in social work; the basis for current tensions within the profession; African American social work leaders; Unemployment Insurance information: Benefits, eligibility and financing, International comparisons, and current issues and debates.</p> <p>Readings</p> <p>Flexner, A. (1915). Is social work a profession? <i>Proceedings of the National Conference on Charities and Corrections, 1915</i> (pp.578-590). New York, NY: Columbia University Press. Reprinted in <i>Research on Social Work Practice</i> and available at: http://rsw.sagepub.com/cgi/reprint/11/2/152?ck=nck</p> |

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| | | <p>Specht, H. & Courtney, M. (1994). Social work and psychotherapy in the American community. In H. Specht & M. Courtney, <i>Unfaithful angels</i> (pp.1-29). New York: The Free Press.</p> <p>Assignment Presentation on Unemployment Insurance</p> |
| 9 | 10/31/2011 | <p>The Social Security Act and the New Deal</p> <p>The Social Security Act of 1935 and its importance in U.S. social welfare policy; Social insurance programs and income support programs; OASDI information: Benefits, eligibility and financing, International comparisons, and current issues and debates.</p> <p>Readings</p> <p>Jansson, B. (2012). Social policy to address the worst economic catastrophe in U.S. history. In <i>The reluctant welfare state</i> (7th ed.), (Chapter 6: pp. 197-250).</p> <p>Student assigned reading on OASDI Assignment Presentation on OASDI</p> |
| 10 | 11/7/2011 | <p>The Great Society: Important Social Welfare Reforms of the 1960s</p> <p>The development of Medicare and Medicaid, and</p> |

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| | | <p>Food Stamps; The Civil Rights Act; The War on Poverty; TANF Information: Benefits, eligibility, and financing; International comparisons; Current issues and debates related to the program.</p> <p>Readings Jansson, B. (2012). The era of federal social services: The New Frontier and the Great Society. In <i>The reluctant welfare state</i> (7th ed.), (Chapter 7: pp. 251-291).</p> <p>Student assigned reading on AFDC/TANF Assignment Presentation on TANF Assignment First Policy Paper Due VIDEO: Ending Welfare as We Know It</p> |
| 11 | 11/14/2011 | <p>Social Welfare Developments 1960s – 1990s Health care; Child care; Family Leave; The shift toward conservatism; Social policies of Reagan and Bush.</p> <p>Readings:</p> <p>Hudson, R.B. & Gonyea, J.G. (2000). Time not yet money: The politics and promise of the Family Medical Leave Act. <i>Journal of Aging and Social Policy</i>, 11(2), 189-200. Individual Meetings on Draft Paper</p> |

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| 12 | 11/21/2011 | <p>Current Issues and Trends in U.S. Social Policy Privatization in social services; Welfare reform in the Clinton era; Major federal policy implications of the Bush Administration; Obama's policy initiatives; Information on Food Stamps (SNAP): Benefits, eligibility and financing, International comparisons, and current issues and debates.</p> <p>Readings SKIM: Jansson, B. (2012). The conservative counterrevolution in the era of Reagan and Bush, Sr. (Chapter 9); Reluctance illustrated: Policy uncertainty during the Clinton Administration (Chapter 10), George W. Bush's quest of realignment (Chapter 11), Would President Barack Obama reverse the cycle of history? (Chapter 12). In <i>The reluctant welfare state</i> (7th ed.), (pp. 326-487). Student assigned reading on Food Stamps (SNAP)</p> <p>Assignment Presentation on Food Stamps</p> <p>Continued Individual Meetings on Draft Paper</p> |
| 13 | 11/28/2011 | <p>Poverty as a Policy Problem</p> |

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| | | <p>Definitions and measures of poverty; Characteristics of people in poverty; Risk and protective factors; Historical trends; The role of government in addressing poverty and changes in that role over time. Information on Public Housing Programs: Benefits, eligibility and financing, International comparisons, and current issues and debates.</p> <p>Readings</p> <p>Popkin, S.J., Cunningham, M.K., & Bert, M. (2005). Public housing transformation and the hard-to-house. <i>Housing Policy Debate</i>, 16(1), 1-24.</p> <p>Rector, R. & Hederman, R. Jr. (2004). <i>Two Americas: One rich, one poor? Understanding income inequality in the United States.</i> Washington, D.C.: The Heritage Foundation. Available at http://www.heritage.org/Research/Taxes/upload/68146_1.pdf.</p> <p>Assignment Presentation on Public Housing Programs Assignment Final version of First Paper Assignment Due VIDEO: Public Housing</p> |
| 14 | 12/5/2011 | Course Review– Catching up and Looking Forward |

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| | | <p>Finishing up course topics; Review of course; SJSU course evaluations; Relation of ScWk 202 to ScWk 204. EITC information: Benefits, eligibility and financing, International comparisons, and current issues and debates.</p> <p>Readings Beverly, S.G. (2002). What social workers need to know about the Earned Income Tax Credit. <i>Social Work</i>, 44(4), 259-266.</p> <p>Assignment Presentation on EITC</p> <p>Assignment Second Policy Paper Due</p> |
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