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

NEW
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:

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

2. 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)

3. 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).

4. 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)

5. 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)

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

**Required Texts/Readings**


Additional readings or handouts may be provided in class or via email.

World Wide Web Readings:

To keep up with policy changes and social conditions students are expected to skim the web based versions of at least one of the following daily newspapers on a regular basis.

The Los Angeles Times: [www.latimes.com](http://www.latimes.com)
The Washington Post: [www.washingtonpost.com](http://www.washingtonpost.com)
**Library Liaison**

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2110) and/or utilize the Social Work Research Guide available at [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, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work. Students MAY NOT check email or perform any other laptop related tasks during the course of the class session.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/late_drops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Course Student Learning Objective/Competency (SLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work History Paper</td>
<td>35</td>
<td>SLO: 3, 6</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
<td>SLO: 4, 5, 6</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>SLO: 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>SLO: 6</td>
</tr>
</tbody>
</table>

**Learning Experiences**

This course consists of lectures by the instructor or guest lecturer, class discussions of the topics covered, and occasional films or videos. This course is classified as a seminar. This means that the student will come to classes prepared to discuss the major concepts.
in the required readings for each class period. The student is expected to read independently as needed to supplement the information covered in the lectures and the discussions.

**Class Participation**
Students are expected to be involved with readings, class activities and discussion, as well as current social policy events. On occasion, students may be required to submit short exercises such as: 1 page reflective essays on a policy topic; internet searches on current policy topics; or reviews of newspaper coverage of a current policy issue. These exercises will be due the following class session. If students are absent when the topic is assigned, they are responsible for obtaining the information from another student or from the instructor and submitting the exercise on time. Please refrain from checking email or texting from your cell phones during the class. Class participation is an important part of learning and is granted 15 points toward the grade.

**Course Assignments**

There will be three assignments for this course.

1. There will be a midterm exam **approximately** the 9th or 10th week of class. Exact date will be announced later in the term.

2. **Research paper**
   Students will choose a population of interest (Native American, African American, Latino Americans, Asian American, Women, Lesbian, Gay, Bisexual, & Transgender (LGBT), Physically or Mentally Disabled, Veterans, Youth, Older Adults, or other population group – consult with instructor) for the basis of a 11-12 page paper. In the paper, students are to identify two or three federal policies that have affected this group, positively or negatively. The policies should be described, and the effects of the policies on this group outlined. A more detailed outline of the assignment will be passed out in class. DUE LAST WEEK 15, 12/06/11

3. **Group presentation**
   In groups of 3-5, students are to select a current social welfare service program (TANF, EITC, FS, Medicare, 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, detail the federal policy basis of the program, and discuss current issues or debates related to the program. PRESENTATION DATES: last two weeks of semester.

**APA Format and Writing Requirements:**
All written assignments should use APA format. Papers should be devoid of errors, and include at least five primary references (books or journal articles). If you have questions or concerns about the process of doing a careful search of library materials, please contact the instructor or the social work library contact. Late papers will result in a 11%

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reduction in the grade for each day late, unless there are extraordinary circumstances and arrangements have been made beforehand with the instructor.

**Penalty for Late Work.** All assignments will 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. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

**Class Participation:**

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:**

Specific APA and writing requirements should be described. Wording should be determined base on sequence and should requirements (wording below is a sample, not required).

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point 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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-110%</td>
<td>A +</td>
</tr>
<tr>
<td>93-96%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A -</td>
</tr>
<tr>
<td>87-89%</td>
<td>B +</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B -</td>
</tr>
<tr>
<td>77-79%</td>
<td>C +</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C -</td>
</tr>
<tr>
<td>67-69%</td>
<td>D +</td>
</tr>
</tbody>
</table>

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University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, 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 Student Conduct and Ethical Development website 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 Disability Resource Center (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 elsewhere in the syllabus) 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

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 the LARC website 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 Writing Center website 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 Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

SW 202, Hi

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available. [NOTE TO SEQUENCE CHAIRS: Session topics and descriptions should connect to competencies and practice behaviors. APA style for citing books and articles is preferred, but is not required]

This schedule is subject to change.
**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; Policy practice as part of multi-systems social work practice.

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**Basic Concepts in Social Welfare Policy I and II**

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; The NASW Code of Ethics; the UN Declaration of Human Rights.

Readings


Poverty:
Poverty as a cultural category. The Great Religious Traditions and Poverty. Definitions and measures of poverty; Characteristics of people in poverty; Poverty as a cultural domain. Risk and protective factors; Historical trends; The role of government in addressing poverty and changes in that role over time. The Evolution of poverty as a social category. Cultural, religious, economic and political contexts of the development of social policy. The Rise of Capitalism and the Protestant Ethic. Calvinism.

Readings


Readings

The Early Development of Social Welfare in the New World: The establishment of the English Colonies; application of Elizabethan Poor Laws. The 18th Century, Declaration of Independence, the Constitution Thomas Jefferson, the Louisiana Purchase. the beginnings of Industrialization

Logoff, R (2011) Ch 5 America and Poverty: Two Paths (pp 87-115).
The Origins and Early Development of the U.S. Social Welfare System I: Mid 19th Century and the Beginnings of Social Work

Industrialization; Immigration; The Civil War. The history, mission and philosophy of early social work; Cause and function in social work; The role of social work and social workers in the reforms of the progressive era; The Social Gospel.

Readings


Origins and Development of the Social Welfare System II; America and Poverty (2 paths).

The rise of labor; Social reforms; Settlement houses and friendly visiting; Jane Addams and Hull House; The effect of social policy on social work practice. The Rise of Organized Labor.

Reading


The Social Work Profession and the Early 20th Century: WWI, the Roaring 20’s, The Great Depression


10/18/1

Tentative Date of Mid Term Exam

10/25/1

The Social Security Act and the New Deal WWII, Post-War Era, Nixon.
The Social Security Act of 1935 and its importance in U.S. social welfare policy; Social insurance programs and income support programs.

Reading

11/01/1

The Welfare State and Its Clients

Readings


Readings
Janssen, B Ch 11-11 The Paradoxical Era 1968-1980; the era of Regan and Bush (pp272-343)
Dolgoff, R Ch 11-11Sustaining the Quality of Life and Non Profit and Private Social Welfare (Pp233-299).

11/15/11 Reluctance Illustrated: The Clinton an Era and the Bush Era
Janssen, B Ch 12-13 The Clinton Administration and Bush’s Quest (pp 349-437).

11/22/11 Why Has the American Welfare State Been Reluctant?

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Readings:
Janssen, B.S. Ch 13 (pp 524-567).
Dolgoff, R & Feldstein, D. Ch 15 (pp 361-374).

11/29/11  Class Presentations I
12/06/11  Class Presentations II Class Wrap Up
Final Paper is due ...

~Have a Good Semester Break ~

BIBLIOGRAPHY


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**SJSU Campus Emergency Procedures**

**FIRES EARTHQUAKES AND OTHER DISASTERS**

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.

- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.

- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.

- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.

- Tune to radio station KSJS 90.7 FM for campus information.

**MEDICAL EMERGENCIES**

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)

- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.

- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.
EVACUATION PROCEDURES

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.

- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.

- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.

- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY
DIAL 9 – 1 – 1

For further information visit the University Police Web site at:
http://www.sjsu.edu/police