I. PURPOSE AND DESCRIPTION

Social Work 370 uses a generalist perspective to introduce the student to the major social welfare programs in the United States. The course will explore the social, political and historical context of American society’s attempts to deal with the allocation of resources to meet basic human needs. Major challenges to creating an equitable and socially just community through consideration of the impact of cultural diversity, racism, sexism, ageism and other forms of discrimination on the need for and provision of basic human services will be identified. Strategies for assuming the role of a professional social worker in the policy arena will be discussed. Students will learn to use evidence to inform policy analysis and development.

II COURSE OBJECTIVES AND OUTCOMES (update these)

Upon successful completion of the course, students will be able to:

Knowledge

1. identify the elements of social and economic justice as they relate to the social welfare issues in the United States.
2. describe the history of and current structures of social policy and services in the United States.
3. summarize the ideologies and social trends that have shaped social welfare policies and programs.
4. examine the role of the social work profession in the evolution of social welfare policies and programs.
5. describe the forms and mechanisms of oppression and discrimination in the United States and globally
6. compare tactics and principles of advocacy for human rights and social and economic justice

Skills

1. apply the tools of social policy analysis (include research and the use of evidence) to assess current or proposed social welfare policies in the United States.
2. explain how social welfare policies affect service delivery
3. demonstrate effective oral and written communication skills in policy analysis.
4. identify and access government and professional sources of policy information needed to stay current in issues facing social workers and their clients, and critique the evidence base of these sources

Values and Ethics

1. apply the NASW Code of Ethics to issues in social welfare.
2. identify one’s personal values and how they may complement or interfere with professional social work values and ethics.

III. Outcomes

Upon successful completion of the course, students will be able to:

1. explain the traditions that form the foundation of American social welfare policy and describe the impact of social trends on the shaping of policy decisions.
2. identify the position of the NASW on a policy area covered in the course.
3. determine the issues of diversity as found in a policy area covered in the course.
4. apply social work values and principles in the analysis of social issues and social welfare policy.
5. analyze a current or proposed policy in terms of the needs to which it respond, its goals and values, and available evidence-based empirical research which informs analysis.

IV. TEXTBOOKS & READINGS


NOTE: Additional readings, all listed in the Topics and Readings section below, are on Blackboard (BB), at CQ Researcher in the Library Catalog, or on line with the URLs indicated below.

V. COURSE REQUIREMENTS

A. Paper: Policy analysis: Groups of 4-5 students will complete a paper discussing a current or proposed social policy. Students will indicate preferences from a list of current policies. The professor will assign students to groups, using the preferences as much as possible. As an alternative, a group of 5 people can request to work together, with a topic assigned to them, considering the group’s preferences. They will research the social problem the program is intended to impact, the history of responses to the problem, a legislative history of federal and state legislation related to the program, the mechanism of funding for the program and the process of service delivery. Finally, students will make recommendation concerning potential policy or program changes that would improve services to program recipients. Follow the
format in the document "Policy Analysis Paper" at Blackboard. This paper will be due at the last class session.

The paper will be graded based responsiveness to the assignment as covered in the Syllabus attachment. Additional grading factors are:

Content: accurate, comprehensive, documented appropriately  
Persuasiveness: points are adequately supported  
Appropriateness & feasibility: ideas are viable  
Creativity: ideas and connections among themes are creative and insightful  
Organization, completeness, coherence & clarity: different elements are appropriately sequenced and connected; thoughts are stated specifically  
Sentence structure, grammar, & spelling: sentences convey meaning clearly with correct grammar; no fragments or run-on sentences; writing is free of spelling and punctuation errors  
Style: interesting, imaginative use of language; tone suitable to purpose and audience  
References and Citations: Proper citation of all sources, using APA guidelines.

An individual student’s grade will be a combination of that student’s portion of the paper and, to a lesser extent, the paper as a whole.

Written feedback will not be provided on deficiencies in style, grammar, etc. Examples of common problems include mixing up words (affect and effect), improper use of singulars and plurals (e.g., criteria, criterion), and improper punctuation (e.g., it's, its'). If you are weak in any of these areas, consult William Strunk & E. B. White's *The Elements of Style*, an editor, or a similar source.

Late papers will have the grade lowered one step (e.g., from B to C) for each week they are late (partial changes, i.e., + or -, will be used for fractions of the first week). Work incomplete at the end of the semester will receive an F unless prior arrangements are made. NOTE: If you want the paper returned, provide a stamped self-addressed envelope at the final session.

An example of a policy analysis paper from a past year is at Blackboard. You can get some ideas regarding the overall layout of a paper and what goes in to a well-written policy analysis. The details of the assignment are slightly different for this course.

Students are strongly encouraged to review two documents at Blackboard regarding working in groups: “Guidelines for Groups” and “Group Work and Collaboration.”

B. Advocacy presentation: Social workers have to be able to speak effectively in group and public settings (for example, testifying to politicians or presenting to boards, community groups, or colleagues). This class will provide a relatively safe setting to practice presentation skills. This should simulate a public speaking engagement (including dress and use of notes). See "Presentation Tips" at Blackboard for additional guidelines. Visual aids such as Power Point are not expected. The presentation will be based on a policy being reviewed in class. Students will request available days and times. Each presentation should take no more than 3 minutes. The
professor or another student may ask questions as time allows. Bring the Presentation Assessment Form with your name and your topic to the session at which you will present.

C. **Exams:** There will be a midterm exam and a final exam. Each exam includes multiple choice, fill in, and short answer and/or essay questions. The Midterm will be given in class on the date indicated in the syllabus. The Final will be at the time scheduled in the University Schedule. Students must bring a ParSCORE Form F-289-PAR-L and a Blue Book for each exam. Study guides will be provided in advance of exams. Students must write legibly. The instructor will not use extraordinary effort to try to read illegible or poorly written answers. Grading points will be given for what is readable.

D. **Participation:** Social workers and policy analysts should be not only knowledgeable of current issues and perspectives in social policy but also able to present, critique, and support them. Class discussions will allow students to demonstrate and practice these skills. Students will be expected to be able to list, discuss, and critique key points of assigned readings and answer assigned discussion questions at each class session to demonstrate mastery of the material. Ratings of class participation will be based upon students' demonstrations of knowledge and understanding of readings as reflected in comments, reactions, and questions; notes from small group discussions which are submitted with group member names at designated sessions; comments which show connections among different concepts and issues; comments connecting the classroom to current policy issues; listening and non-judgmental attitudes; and group process and nonverbal behaviors. All of these behaviors are relevant in policy analysis and practice. The following standards will be used:

- **A:** Consistent, active involvement without dominating; comments and questions insightful and on topic; efficient use of air time; interacts with, refers to comments of, and/or draws out other students, class norms followed
- **B:** Regular involvement; comments and questions relevant and on topic; class norms followed
- **C:** Occasional comments; usually/always on topic; norms may not be followed
- **D:** Rare comments, usually/always on topic; norms may not be followed
- **F:** No participation, or participation always off topic; norms may not be followed

E. **Attendance:** This course is designed so that attendance at all of each session should contribute to your accomplishment of the course objectives and enhance your skills and knowledge in the social policy field. Attendance will affect students’ participation grade to the extent that participation is not possible when a student is absent. By the end of the second week of classes, students are encouraged to notify the instructor of any planned absences for religious observances or any official University events or activities.

F. **Class Norms and Academic Standards**

By enrolling as a Major or Minor in Social Work in the SDSU School of Social Work, students are expected to act in accordance and compliance with social work ethics, values, and academic standards set forth by the University and the School. The School of Social Work has adopted the NASW Code of Ethics as an academic standard. The Code is available at
http://www.socialworkers.org/pubs/code/code.asp. Particularly relevant for this course are sections 4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS regarding dishonesty, fraud, and deception; and 6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY regarding social and political action. Specifically, regarding honesty and integrity, students in this class will be expected to behave, during class and out-of-class work on this course, in a manner consistent with the social work value of integrity, and avoid all forms of academic misconduct. This is especially relevant regarding cheating, which includes giving or taking exam answers to or from another student.

Students should be aware of the University’s policies regarding plagiarism. In a class of future social workers, we should expect the highest levels of ethical behavior and honesty; but if any writing seems that it might not be the work of the student, it will be investigated.

G. Overall Grading Criteria:

Grades will be based on criteria and standards of the School of Social Work. As can be seen from those definitions of letter grades, summarized below, “A” grades are for truly outstanding work and are likely to be rare.

Undergraduate grades, according to University policy, are:

A - outstanding performance
B - praiseworthy performance
C - satisfactory performance (the most common undergraduate grade)
D - minimally passing
F - failing

These grades will be further defined by the criteria described below:

1. Grades of A or A- are reserved for student work that is judged to be outstanding. The work demonstrates excellent mastery of content, and also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.

2. A grade of B is given to work that is judged to be praiseworthy. This grade denotes that a student has demonstrated a sound understanding of the material being tested in the assignment, and has demonstrated a moderate level of complexity or creativity in his/her approach to the assignment. The degree to which the student demonstrates this complexity or creativity determines whether he/she receives a B+ or a B-

3. A grade of C+ denotes that a student's grasp on the content and expectations of the assignment is more than satisfactory.

4. A grade of C is given to student work that meets the requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.
5. A grade of C- denotes that a student's performance was less than satisfactory on an assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.

6. A grade of D is given to work that is judged to be minimally passing. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

7. Grades of D- or F denote a failure to meet minimum standards, reflecting serious deficiencies in a student's performance on the assignment.

The course grade will be based on the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

VI. TOPICS AND READINGS

NOTE: Some readings are at the course Blackboard site (BB) and on line. For CQ Researcher, go to Library Catalog at the Library home page and type CQ Researcher for Title. Then, open The CQ Researcher Electronic Resource and search for the reading by title. It may then be downloaded as a PDF file.

NB: Except for session 1, readings should be completed by Tuesday of the week indicated.

WEEK | TOPIC AND READINGS

NOTE: D&J = DiNitto and Johnson

1 Aug 28, 30  **Orientation and Overview; policy development, policy analysis**

Readings for Thursday:
D&J, Introduction
D&J, Ch. 1: Politics and the Policy Making Process
D&J, Ch. 2: Analyzing, Implementing, and Evaluating Social Welfare Policy
How a Bill Becomes a Law, at [http://www.leginfo.ca.gov/bil2lawd.html](http://www.leginfo.ca.gov/bil2lawd.html)
BB: How a Bill Really Becomes a Law

2 Sept 4, 6  **Values, ethics, ideology, evidence-based policy**

Hoefer, Ch. 2: Social Justice and Advocacy Practice
BB: The Case for Evidence-Based Policy
Fill out and bring to class or e-mail to the professor the Student Information Sheet (at Blackboard). If possible, e-mail as a separate file or include on the sheet a small photo of yourself (you can copy your student ID photo).
3 Sept 11, 13  **History and Trends**

D&J Ch. 3: Politics and the History of Social Welfare Policy  
Hoefer, Ch. 10: Integrating Advocacy Practice into your Social Work Practice

4 Sept 18, 20  **Advocacy: Introduction, getting started**

Hoefer, Ch. 1: The Unified Model of Advocacy Practice  
Hoefer, Ch. 3: Getting Involved  
Hoefer, Ch. 4: Understanding the Issue

5 Sept 25, 27  **Advocacy: Planning and persuading**

Hoefer, Ch. 5: Planning in Advocacy Practice  
Hoefer, Ch. 6: Advocating Through Negotiation and Persuasion  
Hoefer, Ch. 7: Presenting your Information Effectively  
Go [http://www2.sdcounty.ca.gov/rov/Eng/Edistrict_query.asp](http://www2.sdcounty.ca.gov/rov/Eng/Edistrict_query.asp)

and note your representatives in the US Senate and House of Representatives, State Senate and Assembly, and County Board of Supervisors.  
Go to Project Vote Smart [http://www.vote-smart.org/](http://www.vote-smart.org/), find your Assembly Member and learn about his/her positions, philosophies, and priorities

6 Oct 2, 4  **Advocacy: Evaluation and monitoring**

Hoefer, Ch. 8: Evaluating Advocacy  
Hoefer, Ch. 9: Ongoing Monitoring  
CQ Researcher: Domestic Poverty

7 Oct 9, 11  **Poverty, homelessness**

D&J, Ch. 4: Ending poverty: is it an issue anymore?  
CQ Researcher: Housing the Homeless  
CQ Researcher: Income Inequality

8 Oct 16, 18  **Social insurance**

Tuesday: Midterm Exam  
D&J, Ch. 5: Preventing poverty: social insurance and personal responsibility  

9 Oct 23, 25  **Public assistance, TANF**

D&J, Ch. 7: Helping needy families: an end to welfare as we knew it
CQ Researcher: Straining the Safety Net
BB: Understanding CalWORKS, pp. 1-17

10 Oct 30, Nov 1  **Health care**

D&J, Ch. 8: Financing health care: Can all Americans be insured?
CQ: Health-Care Reform
BB: Does America Need National Health Insurance? NO

11 Nov 6, 8  **Education and employment**

D&J, Ch. 9: Preventing poverty: education and employment policy
BB: Employment Policies
BB: But What About the Poor?

12 Nov 13, 15  **Social Services**

D&J, Ch. 10: Providing social services: help for children, older Americans, and individuals with mental and substance use disorders
CQ Researcher: Child Welfare Reform

13 Nov 20  **Disability policy**

D&J, Ch. 6: Disability policy: From public assistance to civil rights
Nov. 22: Thanksgiving: no class

14 Nov 27, 29  **Discrimination, diversity, and discrimination**

D&J, Ch. 12: Race, Ethnicity, and Immigration
On Reserve: Social Work Speaks: Immigration and Refugees

15 Dec 4, 6  **Gender and sexual orientation, the future, wrap-up**

D&J, Ch. 11: Gender & sexual orientation
THURSDAY: Papers due

Final exam: Dec. 13, 10:30 – 12:30

**VII. BIBLIOGRAPHY**


**WEB SITES**

**Federal and State Government**

California Home Page [http://www.state.ca.us/state/portal/myca_homepage.jsp](http://www.state.ca.us/state/portal/myca_homepage.jsp)
California State Assembly [http://www.assembly.ca.gov](http://www.assembly.ca.gov)
California State Senate [http://www.sen.ca.gov](http://www.sen.ca.gov)
Official California Legislative Information [http://www.leginfo.ca.gov](http://www.leginfo.ca.gov)
Press releases and fact sheets from the Department of Health and Human Services:
Thomas: Legislative Information [http://thomas.loc.gov/](http://thomas.loc.gov/)
Tracking federal legislation: GovTrack [http://www.govtrack.us/](http://www.govtrack.us/)
U.S. Census Bureau [http://www.census.gov](http://www.census.gov)
U.S. Department of Health and Human Services: www.hhs.gov/
U.S. Department of Health and Human Services: Policy Reports:  
http://aspe.hhs.gov/_/office_specific/hsp.cfm
United States Senate http://www.senate.gov/
White House http://www.whitehouse.gov/

Think Tanks, Advocacy Organizations, On-line Journals

AARP http://www.aarp.org/
AFL/CIO – America’s Union Movement: http://www.aflcio.org/
Alliance for Justice www.afj.org
AlterNet: http://alternet.org/
American Enterprise Institute: http://www.aei.org/
American Immigration Law Foundation http://www.ailf.org/
Brookings Institute – www.brookings.edu
California Budget Project: http://www.cbp.org/
California Immigrant Policy Center www.caimmigrant.org
California Partnership: http://www.california-partnership.org/
California Progress Report: http://www.californiaprogressreport.com/site/
Campaign for America’s Future http://ourfuture.org/
Cato Institute – www.cato.org
Center for American Progress http://www.americanprogress.org/
Center for Comparative Immigration Studies http://www.ccis-ucsd.org/
Center for Economic and Policy Research http://www.cepr.net/
Center for the Study of Social Policy http://www.cssp.org/
Center on Budget and Policy Priorities: http://www.cbpp.org/
Citizens for Tax Justice: http://www.ctj.org/
CLASP: Policy Solutions that Work for Low-income People: http://www.clasp.org/
Coalition on Human Needs: http://www.chn.org/index.html
Economic Policy Institute: http://www.epi.org/
Economic Success Clearinghouse (formerly Welfare Information Network)
Evidence Based Practice & Policy Online Resource Training Center
http://www.columbia.edu/cu/musher/Website/Website/EBP_Resources_WebEBPP.htm
Families USA (health care) http://www.familiesusa.org/
Half in Ten: http://halfinten.org/
Harvard Kennedy School of Government Think Tanks Directory:
http://www.hks.harvard.edu/library/research-guides/think-tanks-directory.htm
Health Care Blog: http://www.thehealthcareblog.com/the_health_care_blog/
Health Care for All http://www.healthcareforall.org
Health Consumer Alliance http://healthconsumer.org/
Heritage Foundation http://www.heritage.org/
Hoover Institution: http://www.hoover.org/
HSA for America http://www.health-savings-accounts.com/hsa-weblog/
Hudson Institute – www.hudson.org
Inequality.org http://inequality.org/
Influencing State Policy http://statepolicy.org/
Inter-university Consortium for Research… http://www.icpsr.umich.edu/access/index.html
Jim Hightower, America’s #1 Populist: http://jimhightower.com/
Kaiser Family Foundation (Health Care): www.kff.org
MDRC (welfare reform research): http://www.mdrc.org/
Move On: www.moveon.org
NASW Advocacy http://capwiz.com/socialworkers/ca/home/
National Association of Social Workers http://www.nasw.org/
National Association of Social Workers, California Chapter http://www.naswca.org/
National Center for Policy Analysis – www.ncpa.org
National Coalition for the Homeless http://www.nationalhomeless.org/
National Immigration Law Center www.nilc.org
National Law Center for Homelessness and Poverty – www.nlchp.org
National Poverty Center: http://www.npc.umich.edu
New America Foundation: http://newamerica.net/
Online Policy Group http://www.onlinepolicy.org/
Pew Hispanic Center (immigration) http://pewhispanic.org/
Pew Research Center: http://pewresearch.org/
Policy Link (health and infrastructure) http://www.policylink.org
Progressive Review: http://prorev.com/
Public Agenda: www.publicagenda.org
Public Policy Institute of California http://www.ppic.org/main/home.asp
Radical Middle Newsletter: http://radicalmiddle.com/index.html
RAND Corporation: http://www.rand.org/
Republican National Committee: http://www.rnc.org/
Social Programs that Work/Coalition for Evidence-based Policy
http://evidencebasedprograms.org/wordpress/
Social Security Works http://strengthensocialsecurity.org
Tax Policy Center: http://www.taxpolicycenter.org/
U.S. Chamber of Commerce: http://www.uschamber.com/default
Urban Institute: www.urban.org
Urban Poverty Center: http://povertycenter.cwru.edu/
Virtual Data Center: http://theddata.org/index.php/Main/HomePage
Welfare Reform Academy: http://www.welfareacademy.org/pubs/poverty
Western Center on Law and Poverty: http://www.wclp.org/

Local Sites, Data on Problems and Needs

12
Activist San Diego: http://www.activistsandiego.org/home.shtml
Center on Policy Initiatives: http://www.onlinecpi.org/
City of San Diego Budget Information http://www.sandiego.gov/budget/index.shtml
City of San Diego http://www.sandiego.gov/index.shtml
County Health and Human Services Agency: http://www2.sdcounty.ca.gov/hhsa/default.asp
County of San Diego: http://www.co.san-diego.ca.us
San Diego Association of Governments: SANDAG http://www.sandag.cog.ca.us/
San Diego Board of Supervisors http://www.co.san-diego.ca.us/general/bos.html
San Diego County Auditor http://www.co.san-diego.ca.us/auditor/budinfo.html
San Diego County Department of Planning and Land Use San Diego fact sheets and jurisdictional statistics: http://www.sdcounty.ca.gov/dplu/factsheets/index.html
SANDAG Demographics and data: http://www.sandag.org/index.asp?classid=26&fuseaction=home.classhome
SANDAN (San Diego Association of Nonprofits): http://www.sandan.org/
United Way of San Diego County http://www.uwsd.org/
University of San Diego Leading Economic Indicators: http://home.sandiego.edu/~agin/usdle/ 

Other Resources

Census Bureau Fact Finder http://factfinder.census.gov/home/saff/main.html?_lang=en
Coalition for Evidence-Based Policy http://coalition4evidence.org/wordpress/
Evidence-Based Practice & Policy Online Resource Training Center: http://www.columbia.edu/cu/musher/Website/Website/EBP_Resources_WebEBPP.htm
FactCheck.org (excellent resource to check the accuracy of other sources): http://factcheck.org/
Find your Elected Representatives http://www2.sdcounty.ca.gov/rov/Eng/Edistrict_query.asp
Find your State Legislative Representatives http://192.234.213.69/lmapsearch/framepage.asp
Project Vote Smart http://www.vote-smart.org/
SDSU Library Policy Analysis Resources http://infoguides.sdsu.edu/sub.php?id=128
U.S. Government search site: http://usasearch.gov/

OTHER

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