CALIFORNIA STATE UNIVERSITY, LONG BEACH

SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH @ HUMAN SERVICES

SW 505: Foundation Social Policy:
Addressing Oppression through Social Justice
Fall (YEAR)

Instructor: **Telephone:**
Office: **E-mail:**
Office
Hours:

Class:

Catalog Description:
This course focuses on the critical analysis of policies which includes socio-economic, political and global factors influencing the U.S. social welfare system. Societal values and structural impediments influencing formation, implementation and evaluation of policies are emphasized using a multicultural framework. Letter grade only (A-F).

Course Overview:
The primary goal of this course is to develop an understanding of history, structure, and processes of the social welfare system in the United States, social work profession's perspectives on social justice, and issues surrounding equity and fairness. The course will focus on social workers' role in problem analysis and policy analysis particularly as they apply to oppressed groups in a multicultural society. The students will have an opportunity to recognize how societal values influence the formation, implementation, and evaluation of social welfare policies, programs, and services. A policy analysis framework will be explicated to demonstrate how policy analysis is a source of social change. The social, economic, and political context of policy making will also be analyzed in order to understand the policy roots of economic and social injustices.

Course Objectives:
Upon successful completion of this course, students will be able to:
1. Demonstrate an understanding of the role of social welfare policy through the consideration of historical and contemporary policies, programs and issues related to social welfare and social justice.
2. Analyze social welfare policies by utilizing political, social, and economic frameworks as they relate to the social problem definition, goals, objectives, values, and outcomes for the target group and communities.
3. Examine dominant social values and sociopolitical structures that contribute to the formation of social problems and influence policy choices and policy development.
4. Assess the role of market capitalism in creating social problems and informing

social policies in the United States.

5. Evaluate the role of historical and contemporary forces of oppression in creating social problems and limiting social policy solutions in the United States.
6. Critique the relationship among contemporary social problems, inequality, and limitations of current policies.
7. Examine the role of social work in promoting social policies and programs to advance social and economic justice.
8. Appraise how social welfare policies are implemented in public agencies and private organizations and how the service delivery plays a part in creating and/or ameliorating the risks of discrimination, economic deprivation, and institutionalized oppressions (e.g. racism, sexism, heterosexism, classism).

Class Format:
Teaching methods will include lecture, class discussions, multimedia presentations, policy application scenarios, guest speakers, questions and issues raised by students and large and small group activities.

Required Textbook:
Jimenez, J., Mayers Pasztor, E., Chambers, R & Fujii, C. (2015). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA: Sage Press. ISBN-13:978-1452268330

Assignments and Examinations

Assignment	Points	Weight
SSW PE 3.1 ASSESSED **Mid-Term Exam:** This midterm will be an in-class activity and cover materials that were presented in lectures, group discussions and course readings. Students are expected to respond to essay questions that require conceptualizing arguments about issues raised in the course. These questions specifically address the economic, social, political, and historical contexts of social welfare policies and how it affects social work practice.	30	30%
SSW PE 7.1 ASSESSED **Social Policy Paper:** The purpose of this assignment is to enable students to develop policy analysis skills by completing a critical analysis of an existing social welfare policy that impacts an oppressed group. The paper addresses descriptive and critical analysis issues related to problem definition, goals/objectives, values and consequences of the policy. Students are asked to provide their rationale for and criteria used for proposing recommendations for policy changes. Students are required to substantiate their claims with facts and evidence from the professional literature and research. Length of paper: 5-7 pages excluding reference pages. Additional information will be provided by the instructor in class.	30	30%
SSW PE 2.2 ASSESSED SSW PE 2.3 ASSESSED SSW PE 5.1 ASSESSED **Agency Interview Paper:** **Agency Interview Paper:** The purpose of this paper is to examine and critique the connection between agency policies and services that are provided to the organization's clientele. Students will identify one policy at their field internship that directly impacts a target group that the agency serves. Next, students will interview a staff member at the agency (i.e., field instructor, or supervisor) on how the policy impacts the	20	20%

Assignment	Points	Weight
services that the agency provides, and in paper's conclusion offer recommendations for future policy and practice change. Length of paper: 5-7 pages excluding reference pages. Additional information will be provided by the instructor in class.		
In-Class Presentation: Students will present either their policy or agency interview paper findings and recommendations, demonstrating their appraisal and integration/synthesis of multiple sources of knowledge to colleagues and instructor.	**10**	**10%**
Class Participation –The expectation is that each student comes to each scheduled class on time. Class participation is more than attendance. It involves coming to class prepared to engage in meaningful discussion based on having read the weekly-required readings. Participation includes submission of reading reflections & active discussion in class. Participation also involves such activities as raising meaningful questions for discussions, clarification, offering critical thinking regarding issues under discussion, or extending the discussion to related material from other social work courses.	**10**	**10%**

Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW505) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Behaviors	Assignments Measuring Practice Skills
C2. Engage Diversity and Difference in Practice.	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Midterm Exam Policy Analysis Paper Agency Interview Paper and Presentation
C4. Engage in Practice-informed research and research –informed practice	use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.	Midterm Exam Policy Analysis Paper Agency Interview Paper and Presentation
C5. Engage in Policy Practice	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Midterm Exam Policy Analysis Paper Agency Interview Paper and Presentation
C9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	critically analyze, monitor, and evaluate intervention and program processes and outcomes	Policy Paper Agency Interview Paper and Presentation

*Includes knowledge, values, skills, cognitive and affective processes.

Detailed Course Schedule and Reading Assignments

Week 1: An Overview of the Course: Introduction to Social Welfare Policy
- Analyze the broad nature of the concept of social policy as collective solutions to human needs.
- Demonstrate the relationship of social welfare policy to the social work profession.
- Examine definitions of social welfare, social welfare policies and programs, and social welfare organizations.

SSW PE 2.1 INTRODUCED
SSW PE 2.3 INTRODUCED
SSW PE 3.1 INTRODUCED
SSW PE 4.1 INTRODUCED

Week 2:
Week 2:
Week 2: **Social Work Profession and Social Justice**
- Assess the history of the social work profession in the United States and relation to social justice.
- Critique the tension between social reform and social control in the social work profession.

Required Readings:
Chapter 3- The Social Work Profession and Social Justice.
Jimenez, J., Mayers Pasztor, E., Chambers, R & Fujii, C. (2015). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA: Sage Press.
Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for application in social work practice and policy. *Families in Society: The Journal of Contemporary Social Services, 95*(4), 269-276.

Optional Readings:
Harris, C. (1993). Whiteness as property. *Harvard Law Review, 106*(8), 1709-1791.

Week 3: Historical and Theoretical Antecedents to United States Social Policy I: The Historical Roots of Fundamental Values
- Comprehend the historical origins and contemporary manifestation of values which oppress certain groups and limit their ability to attain social and economic justice.
- Assess the relationship between social policies and United States values
  .

Required Readings:

Chapter 1-Introduction.
Jimenez, J., Mayers Pasztor, E., Chambers, R & Fujii, C. (2015). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA: Sage Press.
McClain, A. (2020) Social workers cooperate with police forces. *Wall Street Journal*

Opinion. https://www.wsj.com/articles/social-workers-cooperate-with-police-forces-11592255480

Abrams, L. & Dettlaff, A. (2020). An open letter to NASW and allied organizations on social work's relationship with law enforcement. Medium. https://medium.com/@alandettlaff/an-open-letter-to-nasw-and-allied-organizations-on-social-works-relationship-with-law-enforcement-1a1926c71b28

Dettlaff, A. (2020). Affirming the call for social work to fully support defunding the police. Medium. https://medium.com/@alandettlaff/affirming-the-call-for-social-work-to-fully-support-defunding-the-police-8a2e3b370e5

Week 4: Historical and Theoretical Antecedents to United States Social Policy II: The Market Economy and the Rise of Social Welfare.
- Examine the role of market capitalism in creating ongoing inequality and poverty as structural impediments to full human development.

Required Readings:

Chapter 5-The Market Economy and Social Justice.

Jimenez, J., Mayers Pasztor, E., Chambers, R & Fujii, C. (2015). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA: Sage Press.

Cousins, L.H. (2013). Deservingness, children in poverty, and collective wellbeing. *Children and Youth Services Review, 35*, 1252-1259.

Valladares, S & Anderson Moore, K. (2009). *The strengths of poor families.* Child Trends, Research Brief. 1-7.

Martinez, E., & Garcia, A. (1997) What is neoliberalism? *Corpwatch.* Just skim.

Optional Readings:

Gottschalk, M. (2015). The folly of neoliberal prison reform. *Boston Review,* June 8, 2015.

SSW PE 2.3 PRACTICED
SSW PE 3.1 PRACTICED

Week 5:
Week 5: Discrimination against Oppressed Ethnic Groups
- Demonstrate the roots of the historical and contemporary oppression of certain ethnic groups in the United States.
- Examine the concept of racism and essentialism.
- Critique the historical and current experiences of oppression among oppressed groups

Required Readings:

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M.B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4), 271-286.

Ayon, C., Valencia-Garcia, & D., Kim, S. H. (2017). Latino immigrant families and restrictive immigration climate: Perceived experiences with discrimination, threat to family, children's vulnerability, and related factors. *Race and Social Problems, 9*, 300-312

Week 6: Discrimination against Women, LGBT Individuals, Families, and Individuals Who Are Differently Abled
- Analyze the impact of discrimination against women.
- Critique the impact of discrimination against LGBT individuals and families.
- Assess the impact of discrimination against individuals who are differently abled.
- Evaluate how each oppressed group has mounted resistance to discrimination and secured passage of nondiscriminatory policies.

Required Readings:

Sensoy, O & DiAngelo, R. (2012). The Invisibility of Oppression. Chapter 6, pp. 79-94. From: *Is everyone really equal? An introduction to key concepts in social justice education.* New York, NY: Teachers College Press.

Smith, A. (2006). Three pillars of white supremacy: Rethinking women of color organizing. In *Color of violence: The Incite! anthology* (pp. 66-73). Cambridge, MA: South End Press.

Mingus, M. (2017). Access intimacy, interdependence and disability justice. Leaving Evidence. Retrieved from https://leavingevidence.wordpress.com/2017/04/12/access-intimacy-interdependence-and-disability-justice/.

Week 7: IN CLASS MIDTERM

SSW PE 2.2 INTRODUCED
SSW PE 5.1 INTRODUCED
SSW PE 5.2 INTRODUCED
SSW PE 7.2 INTRODUCED

Week 8:
Week 8:
Week 8:   Policy Analysis as an Instrument of Social Change
- Examine different conceptual frameworks for analyzing and understanding social welfare policies and programs.
- Assess how policy analysis can be an instrument of social change for different groups in the community.

Required Readings:

Chapter 2-The Nature of Social Policy.

Jimenez, J., Mayers Pasztor, E., Chambers, R & Fujii, C. (2015). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA: Sage Press.

Mosley, J. (2012). Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work, 58*(3), 231-239.

Week 9: Library Research Class
- Presentation by **Joseph Aubele**, Social Work Librarian at the Spidell Electronic Classroom on the first floor of the University Library. Continued discussion of policy analysis frameworks and analysis.

Week 10: Integrated Health Policies

- Evaluate integrated health care policies-Medicaid, Medicare, and Affordable Care Act.
- Examine how these policies contribute to or hinder child, family, and community well-being.

Required Readings:
Kaiser Family Foundation. (2019). *The uninsured and the ACA: A primer*. San Francisco: Author.
Allyn, B. (July 2019). *California is 1st state to offer health benefits to adult undocumented immigrations.* NPR.
AMSA. *Theoretical Models for Delivering Universal Health Care: An analysis of important concepts.*

Week 11: Income Maintenance Policies
- Assess the structural components of SSA, SSI and TANF policies.
- Demonstrate the necessary skills in evaluating these policies.

Required Readings:
Chapter 7-Income Support Policies and Social Justice.
Jimenez, J., Mayers Pasztor, E., Chambers, R & Fujii, C. (2015). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA: Sage Press.
Schott, L. (2015). *An introduction to TANF*. Washington, DC: Center on Budget and Policy Priorities.

<mark>SSW PE 1.4 INTRODUCED</mark>

<mark>Week 12:</mark> Housing and Child Welfare Policies
- Assess the structural components of child welfare policies.
- Demonstrate the necessary skills in evaluating these policies.
- Assess the structural components of housing policies.
- Demonstrate the necessary skills in evaluating these policies.

Required Readings:
Chapter 9-Child Welfare Policies and Social Justice.
Jimenez, J., Mayers Pasztor, E., Chambers, R & Fujii, C. (2015). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA: Sage Press.
Shdaimah, C. (2009). Rescuing children and punishing poor families: Housing related decisions. *Journal of Sociology and Social Welfare, 36*(3), 33-57.

Week 13: Future of Social Work Policy
No required readings

Week 14: Presentations of Policy or Interview Paper and Social Justice Implications
- Demonstrate the integration between social welfare policies and social work practice.

Week 15: Presentations of Interview Paper and Social Justice Implications

- Demonstrate the integration between social welfare policies and social work practice.

Finals Week

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may Use Rules to Automatically Forward Messages from your BeachMail account to your preferred personal email account. You can access your BeachMail (Outlook) account within the campus Single Sign-On (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)
General Policies
CSULB Statement on Civility and Acts of Violence
http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.
The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.
To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.
Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations
All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior
It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)
> The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:
> - Service
> - Social justice
> - Dignity and worth of the person
> - Importance of human relationships
> - Integrity
> - Competence
>
> The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism

Definition of Plagiarism
Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating
Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action
One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

a. Review – no action.
b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
c. A requirement that the work be repeated;
d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
e. Assignment of a failing final grade;
f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance
http://catalog.csulb.edu/content.php?catoid=2&navoid=30

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses. Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences
Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:
a. Illness or injury to the student
b. Death, injury, or serious illness of an immediate family member or the like
c. Religious reasons (California Education Code section 89320)
d. Jury duty or government obligation
e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Extended or Multiple Absences
Attendance in all Social Work classes is crucial since student participation is essential. This is particularly true for School Social Work since certain content must be covered for students to be eligible for the PPSC. Absences impact a student's academic work and performance as well as the participation of other students. Participation points will be deducted for every absence. To gain full participation points each week, students must be on time and stay the entire class. Students who anticipate extended or multiple absences during a particular semester should consult with the Graduate Program Coordinator before enrolling in this class to determine whether it will be possible to complete the course requirements successfully.

Medical-Restriction and Disability-Related Absences
Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog
 http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
 Academic Senate – Attendance Policy, Policy Statement 01-01
 http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb

Cancellation of Registration or Withdrawal from CSULB
Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.
Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)
Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.
       Withdrawal during the first two weeks of instruction:
Students may withdraw during this period and the course will not appear on their permanent records.
       Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:
Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

       Withdrawal during the final three weeks of instruction:
Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

       Limits on Withdrawal:
No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

       Catastrophic Withdrawal
CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

   a.   The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines, and

b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 5 point reduction for each day they are late. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at
http://www.csulb.edu/divisions/aa/academic_technology/thd/.

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SSW PE 5.2 PRACTICED

SW 592

Framework for Social Policy Analysis

Adapted from Gil, D.G. (1992). *Unravelling social policy: Theory, analysis, and political action towards social equality.* Fifth edition. Rochester, VT: Schenkman Books, Inc.

Section A: The Issue or Problem Constituting the Focus of a Social Policy Planning Task

1.   Nature, scope, and distribution of the issue or problem

2.   Causal theory(ies) or hypothesis(es) concerning the dynamics of the issue or

problem

Section B: Objectives, Value Premises, Theoretical Positions, and Effects of a Specified

Social Policy

1.   Policy objectives

2.   Value premises underlying policy objectives

3.   Theory or hypothesis underlying the strategy and the concrete provisions

of the policy

4. Target segment(s) of society - those intended to be directly affected by the policy

    a) Demographic, biological, psychological, social, economic, political, and cultural characteristics

    b) Numerical size of relevant groups, projected over time

5. Short- and long-range effects of the policy on the target and non-target segments of the society in demographic, biological, psychological, social, economic, political, cultural, and ecological spheres

    a) Intended effects (policy objectives)

    b) Unintended effects

    c) Overall costs and benefits (including economic and social costs and benefits)

Section C: Implications of the Policy for Social Structure and the Social Policy System

1. Changes in the development of life-sustaining and life-enhancing resources, goods and services

    a) Quantitative changes

    b) Qualitative changes

    c) Changes in priorities

2. Changes in the allocation, to individuals and to social units, of specific statuses within the total array of tasks and functions

    a) Elimination of existing statuses, roles, and prerogatives

    b) Development of new statuses, roles, and prerogatives

    c) Changes in criteria for selection and assignment of individuals and social units to statuses

d)   Changes in institutionalized relationships among statuses (Gil, 1992)

SW 505
Policy Analysis Paper Instructions

1. Context and importance of the social problem that underlies the policy
This section includes the following areas:
        a) A clear and concise statement of the current policy-related social problem, why it
is a   problem, and who is primarily affected by the problem. Use recent statistics from
valid   sources, as relevant, to describe the extent and nature of the problem.
        b) Brief historical background on the problem, including recent changes that warrant
action today.
        c) Explanation of the root causes of the problem as described in the research
literature
        d) A clear statement of the policy implications of the problem which clearly
establishes   the current importance and policy relevance of the issue.

2. Policy Objectives, Value Premises, Expectations, and Target Populations
This section includes: 1) overt and covert goals and objectives of the policy, 2) the values
underlying the policy objectives, 3) expectations of the policy makers, and 4) target segments
of the population at whom the policy is aimed.

**3. Effects and Implications of the Policy on Target and Non-Target Segments of the
Population**
This section covers the following areas: 1) intended effects and unintended effects of the
policy, 2) any changes to the distribution of material resources, including income and other
tangible benefits, as a result of the policy for the target and non-target groups, and 3) any
changes in services, rights, or statuses (ie., social or professional position based on
responsibility, privilege or esteem) as a result of the policy for the target or non-target group.

4. Recommendations
Provide your policy recommendations and a brief summary of why this particular policy
alternative is best-suited for addressing this problem.

SW 505 Foundation Social Policy

Midterm Questions

1) Contrast the settlement house movement with the charity organization society
movement. Describe the basic values that emerged, their differences and the subsequent

differences in the intervention strategies. Discuss your evaluation of the merit (positives and/or negatives) of these two approaches including reasons for your evaluation.

2) What are the 6 basic tenets of neoliberalism? Think of a social problem (e.g., homelessness – you can choose) and how the problem and its solutions might be viewed through a neoliberal lens.

3) What are Kolovoski's 5 tenets of critical race theory? Name a specific policy pursued by the current federal or state administration. Analyze the policy through the lens of critical race theory using 3 of the 5 tenets – assessing for alignment or non-alignment with the tenet, positives in terms of advancing racially (and other intersectional) equitable outcomes, and limitations or challenges in terms of advancing racially (and other intersectional) equitable outcomes. If the policy only demonstrates positives or negatives, then justify your analysis.

1/5/21

SSW PE 2.1 PRACTICED

Immigration Timeline Exercise

1

Instructions

- Please find 1-2 partners
- Take a tour around the Immigration Timeline Gallery
- Share responses, questions, observations
- Think about where your family and/or your community history fits in this timeline

2

- After you tour the timeline, take a post-it (or more if appropriate) and think about where you know or think that your family (or you) fit into the timeline
  - Write down name
  - When do you think your family came to the U.S.? (might just be you) (may need more than 1 post-it)
    - write down year
  - What do you know of the reason why they came to the U.S.? – write down reason
  - Note: some of you may not be immigrants (due to conditions under which you came) (or due to being indigenous to what we now call U.S.)

3

1455

El Papa Nicolás V concede a la nación de Portugal el derecho divino para vencer a "todos los reinos paganos que sea,"tomando sus tierras y posesiones, y esclavizando a su pueblo. Cuarenta años más tarde, después del descubrimiento del "Nuevo Mundo", el Papa Alejandro VI concede los mismos derechos a España.

Pope Nicholas V grants the nation of Portugal the divine right to vanquish 'all pagan kingdoms whatsoever,' taking their land and possessions, and enslaving their people. Forty years later, after the discovery of the 'New World,' Pope Alexander VI grants the same rights to Spain.

4

1491
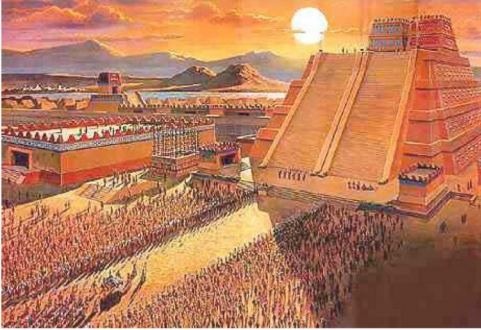
Más de 100 millones de indígenas que habitan en los continentes del hemisferio occidental.

More than 100 million indigenous people inhabit the continents of the Western hemisphere.

1492

Artistic rendering of European man in metal helmet attacking Indians.

El genocidio de los pueblos indígenas inicia con el viaje de Cristóbal Colón a las Américas.

Genocide of indigenous people begins with Christopher Columbus' voyage to the Americas.

5

6

1500s-1820s

http://lacomunidad.elpais.com/la-abadia-de-theleme/2009/2/25/las-castas-la-america-del-sigloxviii

Los españoles crean un sistema de clasificación racial en las colonias las americanas y llaman "castas" a las personas de raza mixta. El sistema otorga derechos y privilegios a los descendientes de los españoles y de control social para las personas de descendencia negra, indígena, o mixta.

The Spanish create a caste system in their American colonies to racially classify the population and create a system of privilege for the descendants of the Spanish and of social control for those of African, indigenous or mixed descent.

7

1600-1662
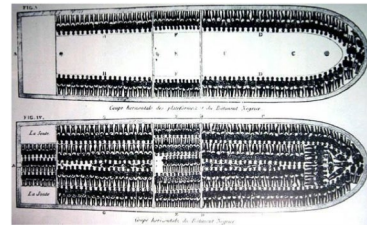
1619: *Primer carga de africanos llega a las colonias americanas en Jamestown, Virginia.*

1640: *Tres peones, 2 negros y uno blanco, escapan y son capturados. Al peón blanco le dan 4 años más de servicio, mientras que a los peones negros les dan servicio de por vida—comienza la esclavitud.*

1662: *hij@s de mujeres esclavas nacen esclavos.*

1619: First shipload of Africans arrives to the American colonies in Jamestown, Virginia.

1640: Three indentured servants, 2 black and 1 white, escape and are captured. The white man is condemned to 4 more years of service, while the black men are condemned to serve for life —marking the beginning of slavery.

1662: Children of women slaves are considered to be born slaves.

8

2

SW 505

Presentation Guideline

Presentations will be given the last two sessions of the semester.

Prepare a presentation of Assignment 3 (agency interview paper).

The presentation should:

1) Include your name in the introduction
2) Consist of a clear presentation of the key points of your agency paper
3) Use visual element such as PPT, prezi, keynote – it is also possible to use another creative format – check with professor if your presentation format is not one already listed
4) Be timed for 7 minutes for your presentation; 3 minutes for Q & A – please practice your timing
5) Your visual must be sent to dropbox by 5pm the day before your presentation is due

In-Class Presentation Evaluation Form (Total 10 points)

Quality of content provided (i.e., content of the presentation is clear and comprehensive)	1	2	3	4	5
Overall organization and delivery of presentation (i.e. order and delivery of content is well organized; compelling and demonstrates preparation; and stays within time allotted)	1	2	3	4	5

Comments: