

Revision Date: 1/20/14

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF SOCIOLOGY**

Sociology 356—Introduction to Social Welfare	Spring 2014, 3 Units
Instructor: Moshe ben Asher, Ph.D.	Off-Campus Phone: 818-881-1295
Class Meeting Days: Tuesdays & Thursdays	Meeting Time: 9:30 to 10:45 p.m.
Location: Sierra Hall 342	email: moshe.benasher@csun.edu
Office Location: Santa Susana Hall 107	Office Hours:
Additional Office Hours by Appointment	On-Campus Phone: 818-224-9269
Class web page: http://www.gatherthepeople.org/Pages/CSUN-SOC356.htm	

This course is intended for social welfare-option students, sociology majors, and all others who are interested in providing human services.

PURPOSE

The purpose of this course is to stimulate students' interest in the broad social welfare field and the professional practice of social work, and to provide an introduction to the various arenas of social welfare and social work. A social-problem approach is used to describe how people are affected by poverty, oppression, and injustice, and their consequences, including mental illness, domestic violence, substance abuse, crime, racism, premature aging, AIDS, and other disabilities. Philosophical, historical, and contemporary perspectives are presented on the causes, character, extent, and remediation of such problems. The role of the social work profession is highlighted throughout the course and opportunities are provided for familiarization with micro, mezzo, and macro social work practice.

OBJECTIVES

The specific objectives of the course are (1) to stimulate students to think about some of the controversial contemporary issues in social welfare and social work, (2) to consider historical trends that are present in social programs, (3) to describe the dynamics of social development and examine social services, social action, and other activities designed to alleviate social problems, (4) to expand students' awareness of community resources, (5) to experience and reflect on the functions, roles, responsibilities, gratifications, and frustrations of social workers, and (6) to encourage students' self awareness of their own values with respect to social welfare and social work issues and challenges.

COURSE FORMAT

This class includes lectures and discussions on highlights of the text and supplementary material, educational films and videos, experiential group and individual activities, and guest speakers when available. Students are expected and encouraged to bring questions and ideas that will stimulate thinking and discussion in the various areas covered in this course. Each student brings his or her own life experience and wisdom, and by contributing to the class each can enrich the total learning experience. Students are also encouraged to meet with the instructor during office hours to discuss or clarify course materials and assignments, or to share any comments or ideas on class format and content.

REQUIRED TEXT

Charles Zastrow, *Introduction to Social Work and Social Welfare* (11th ed.).

Articles and handouts supplementing the text will be assigned and made available online (at <http://www.gatherthepeople.org/Pages/CSUN-SOC356.htm>) during the semester.

It's recommended that students purchase textbooks well in advance of the beginning of classes. The CSUN bookstore does not always order a sufficient number of textbooks to accommodate projected class enrollments, so they may run out of books for particular courses by the beginning of the semester.

EXPECTATIONS

- *Due dates (outlined below) are firm and extensions will be given only by prior arrangement with the instructor, except in extraordinary circumstances (e.g., a family death or serious illness), which will require some form of official confirmation (e.g., a death certificate or doctor's note), and which will be double-checked for veracity. Assignments turned in late without prior approval, if accepted, will be penalized 10 points.*
- *Missed examinations, for which the student has not arranged a makeup with the instructor by the day of the examination, may not be rescheduled or if rescheduled will be penalized the equivalent of up to two full letter-grades.*
- *Students shall identify themselves on written assignments and tests only by their student I.D. number. Names are not to be used. There will be a five-point penalty for self-identifying by name rather than student I.D. number.*
- *All devices that beep, ring, chime, make music, alarm, buzz, or otherwise make noise shall have their sound turned off or, if they can't be disabled, shall not be brought to class. Students who fail to respect this class requirement in any particular class session will be asked to leave that session of the class.*
- *Participation in class discussions (i.e., being called on at least one time in a class session to make a comment or ask a question) and in-class exercises will count for 20 percent of the final grade. Poor attendance and participation can easily lower one's final grade in the course at least a full letter grade, say for example from an A to a B or from a B to a C.*
- *Students are expected to read the text, and to analyze and compare the lectures and text materials, integrating their perspectives and conclusions. Reading assignments are to be completed before the day they are scheduled for discussion.*
- *At the first meeting of the class, students will select the seat that they will be assigned and occupy for the remainder of the semester.*

DUE-DATES

- **February 13:** One-to-one assignment due
- **February 25:** Agency report due
- **March 4:** Mid-term practice exam distributed
- **March 13:** Mid-term exam
- **March 20:** Article analysis and scenario due
- **April 17:** Extra-credit assignment due
- **May 1:** Counseling interview video DVD due
- **May 8:** Final practice exam distributed
- **May 13:** Final exam (8:00-10:00 a.m.)

EXAMINATIONS

Approximately 40 percent of each student's final grade in the course will depend on a mid-term and a final exam. The exams will consist of 100 true-false and multiple-choice questions and cover the assigned chapters of the text, as well as class discussions, lectures, and both in-class and online videos/films. A practice exam of 150 questions will be distributed one week before the mid-term and final exams, from which their 100 questions will be drawn. Students will have the full class period to complete the exam.

Mid-term and final exam answers are to be on Scantron 882-E forms provided by the students. *As noted above, students are to identify themselves only by student I.D. number on exams.*

ASSIGNMENTS

One-To-One Assignment

This assignment requires doing an informal "one-to-one visit" with someone you don't know—not a relative, friend, or acquaintance—for at least 15 minutes, but preferably for 30 minutes. Your primary purpose in these contacts is to *discover what people regard as the **main day-to-day circumstances and conditions that create constant pressures in their lives***—that is, the punishing or problematic circumstances and conditions they confront on a daily basis. (See attached page for further description of this assignment.)

Agency Report

Each student is to submit an Agency Report. The report will be worth a maximum of 50 points. The narrative section of the report must be *no less than one or more than two single-spaced, typewritten pages* of standard size 12-point fonts, with one-inch margins on all sides. Handwritten reports will not be accepted, and an agency brochure must accompany each report. (See attached page for further description of this assignment.)

Article Analysis

Each student is expected to submit a written analysis of an article from a *peer-reviewed academic or professional journal* dealing with one or more *contemporary social issues* and *recommendations for social work practice*. The analysis is to be no less than three or more than five double-spaced, typewritten pages of standard size 12-point fonts, with one-inch margins on all sides. (See attached page for further description of this assignment.)

Scenario and Counseling Interview

Each student will develop an interview scenario based on the article selected for analysis, and conduct an initial counseling session (that will be video-recorded) working with a client who is experiencing the issue highlighted in the article analysis. Detailed requirements for the scenario can be found in the "Guide to Linked Assignments" and "Guidelines for Counseling Interview Scenarios" on the class web page (<http://www.gatherthepeople.org/Pages/CSUN-SOC356.htm>). The counseling session should minimally follow the "Summary of Key Guidelines in Counseling Clients" outlined on page 165 in the text. It's especially important that you make an appointment to do the counseling interview video recording by calling Tony Hillbruner at the Video Studio (818-677-3592) *well ahead of the time you expect to do the actual recording*. If you wait until the last week or two before the time you want to do the recording, there's a good chance that you won't be able to get an appointment at the Video Studio that allows you to turn in the assignment on time.

GRADING

Mid-term examination: 100 points

Final examination: 100 points

Agency report: 50 points

One-to-one Assignment: 50 points

Article analysis: 50 points

Counseling interview: 50 points

Participation: 100 points (3.85/day max.)

Extra-credit assignment: 50 points

Total possible points: 550

LETTER GRADES

A+ = 484-500 A = 468-483 A- = 451-467

B+ = 434-450 B = 418-433 B- = 401-417

C+ = 384-400 C = 368-383 C- = 351-367

D+ = 334-350 D = 318-333 D- = 301-317

F = 300 and below

<i>PROVISIONAL COURSE SCHEDULE & ASSIGNMENTS</i>			
<i>Class</i>	<i>Date</i>	<i>Topic</i>	<i>Assignment</i>
1	1/21	Introduction to the Course	Read course syllabus and ONLINE READING : “Guide to Linked Assignments” [CLASS WEB PAGE]; MbA email letter on class participation
2	1/23	Social Work Code of Ethics In-class micro ethical exercise and in-class macro values exercise	Appendix: Code of Ethics (bring textbook to class); ONLINE HANDOUTS : “In-Class Micro Ethics Exercise” and “In-Class Macro Values Exercise” [CLASS WEB PAGE]
3	1/28	Challenge of the American inner-city to Social Work	IN-CLASS VIDEO/FILM : “Bill Moyer’s Interview of David Simon”
4	1/30	Social Welfare: Its Business, History, and Future	Chapter 1 and ONLINE READING : “The Price of Social Development” [CLASS WEB PAGE]
5	2/4	Social Work as a Profession and a Career (1)	IN-CLASS VIDEO/FILM : “Holding Ground: The Rebirth of Dudley Street”
6	2/6	Social Work as a Profession and a Career (2)	Chapter 2; ONLINE HANDOUT : “In-Class Problem-Solving Exercise” [CLASS WEB PAGE]
7	2/11	Generalist Social Work Practice (1)	Chapter 3; ONLINE READING : “Micro and Macro Tensions in Generalist Practice”; ONLINE HANDOUTS : “Social Work Heuristic” and “Span of Social Work Practice” [CLASS WEB PAGE]

8	2/13	Generalist Social Work Practice (2)	IN-CLASS HANDOUT: “Generalist Social Work Small-Group Exercise”; ONE-TO-ONE ASSIGNMENT DUE
9	2/18	Poverty & Public Welfare (1)	Chapter 4; IN-CLASS VIDEO/FILM: “The Forgotten Americans”
10	2/20	Poverty & Public Welfare (2)	
11	2/25	Emotional/Behavioral Problems and Counseling	Chapter 5; ONLINE READINGS: “Counseling Interview Guidelines,” “Initial Interview Guide,” “Genogram Illustration” [CLASS WEB PAGE]; AGENCY REPORT DUE
12	2/27	Family Problems and Services to Families (1)	Chapter 6; ONLINE READING: “Lifelong Erotic Sex in Marriage: Replacing Infatuation with Intimacy” [CLASS WEB PAGE]
13	3/4	Library research orientation: Eric Garcia (818-677-6809) [orientation helpful for article analysis—attendance counts for participation points]	Class meets at the regular time in Oviatt Library, Lab C; MID-TERM PRACTICE EXAM DISTRIBUTED
14	3/6	Family Problems and Services to Families (2)	ONLINE READING: “Is Marriage Good for Your Health?”; ONLINE HANDOUT: “In-Class Family Problems Exercise” [CLASS WEB PAGE]
15	3/11	Sexual Orientation and Services to GLBT Individuals	Chapter 7; OVIATT LIBRARY FILM (DVD): “The Brandon Teena Story” [OVIATT 2-HOUR RESERVE; AND NETFLIX]; ONLINE READING: “Two Decades After Brandon Teena’s Murder, a Look Back at Falls City”
16	3/13	MID-TERM EXAM	
17	3/18	Drug Abuse and Drug Treatment Programs (1)	Chapter 8; IN-CLASS VIDEO/FILM: “Is It Murder?”
18	3/20	Drug Abuse and Drug Treatment Programs (2)	ARTICLE ANALYSIS AND SCENARIO DUE
19	3/25	Crime, Juvenile Delinquency, and Correctional Services	Chapter 9
20	3/27	Problems in Education and School Social Work	Chapter 10; ONLINE READING: “An 8 th Grade Education in 1895” [CLASS WEB PAGE]
21	4/1	Work-Related Problems and Social Work in the Workplace	Chapter 11; IN-CLASS VIDEO/FILM: “A Living Wage”
22	4/3	Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice	Chapter 12; IN-CLASS VIDEO/FILM: “Shelby Steele on Race in America”

	4/8	Spring Recess	
	4/10	Spring Recess	
	4/15	No class—release time	Time allocated to prepare individually for counseling interview video recording session.
23	4/17	Sexism and Efforts for Achieving Equality	Chapter 13; IN-CLASS VIDEO/FILM : “Politics and the Media”; ONLINE VIDEO : “The Sexy Lie” (13); EXTRA-CREDIT ASSIGNMENT DUE : Report on Female Genital Circumcision [CLASS WEB PAGE]
24	4/22	Aging and Gerontological Services	Chapter 14; ONLINE HANDOUT : “In-Class Social Security Options Exercise” [CLASS WEB PAGE]
25	4/24	Health Problems and Medical Social Services	Chapter 15; ONLINE READING : “The Perils of Ignoring History: Big Tobacco Played Dirty and Millions Died. How Similar Is Big Food?”; “The Obesity Epidemic: The Role of Addiction”; and “Obesity Stigma: Important Considerations for Public Health”; ONLINE VIDEO : “Is Sugar Toxic?” [CLASS WEB PAGE]
26	4/29	Physical and Mental Disabilities and Rehabilitation	Chapter 16; IN-CLASS VIDEO/FILM : “Lives Worth Living”
27	5/1	Overpopulation, Misuse of the Environment, and Family Planning	Chapter 17; INTERVIEW DVDs DUE IN CLASS
28	5/6	Agricultural and Food Policies	IN-CLASS VIDEO/FILM : “National Food Fight”
29	5/8	Revisiting Dudley Street—the long view of micro, macro, and mezzo social work	IN-CLASS VIDEO/FILM : “Gaining Ground: Building Community on Dudley Street” (58); ONLINE READING : “What Can We Learn From Denmark?” FINAL PRACTICE EXAM DISTRIBUTED in class
Final Exam	5/13	8:00-10:00	

California State University, Northridge
Department of Sociology
Sociology 356—Introduction to Social Welfare—Spring 2014

AGENCY VISIT EVALUATION FORM & REPORT GUIDE

YOUR NAME: _____ DATE OF REPORT _____

AGENCY NAME: _____

AGENCY ADDRESS: _____

TELEPHONE #: _____

PERSON (S) YOU INTERVIEWED, TITLE (S), AND EDUCATIONAL DEGREES:

PLEASE RATE THE FOLLOWING:

	Not At All	A Little	Some	Much	Very Much
1. How safe is the location?	1	2	3	4	5
2. Is the agency accessible by public transportation?	1	2	3	4	5
3. Is there secure parking?	1	2	3	4	5
4. Is the area outside the agency kept clean?	1	2	3	4	5
5. How safe did the environment around the agency feel?	1	2	3	4	5
6. How inviting did the reception area feel?	1	2	3	4	5
7. Was there a receptionist? ____ YES ____ NO (If yes, answer questions 8 and 9)					
8. How cordial was the receptionist	1	2	3	4	5
9. How knowledgeable was the receptionist?	1	2	3	4	5
10. Was appropriate literature available?	1	2	3	4	5
11. Was the literature in appropriate languages?	1	2	3	4	5
12. Was the literature of appropriate reading level?	1	2	3	4	5
13. How clean were the bathrooms?	1	2	3	4	5
14. Were you on time for your appointment?	1	2	3	4	5
15. Was the person you were seeing on time?	1	2	3	4	5
16. Did the person greet you in a friendly manner?	1	2	3	4	5
17. Did the person's office or meeting place appear suitable for professional work?	1	2	3	4	5
18. If you needed the type of services offered by this agency, would you go there?					

____ NO ____ PROBABLY NOT ____ MAYBE ____ YES

NARRATIVE REPORT GUIDE:

19. **Describe your primary interview.** Was the person on time? What non-verbal and overt cues did you get about this person's availability to you (e.g., person seemed hassled, numerous interruptions, etc.)? Do you think this is typical when the person is seeing clients or providing supervision to staff members? What observations did you make about the person's office (or other meeting place that was used)?

20. **Describe the program.** How and why did it originate? What services are provided? How does a person qualify for services (i.e., eligibility requirements)? Would you describe the attitude toward eligibility as Institutional or Residual? What are the program goals? What are the major sources of funding for this agency?

21. **Describe the staff.** What is the ethnic and gender composition of the staff? What is the educational background and training of the staff? What are the staff salaries *ranges*, which is not the same as specific salaries of individuals?

22. **Overall assessment:** From the *perspective of the person you interview*, what are the strengths and weaknesses—often better posed as “challenges”—of this agency? From *your perspective*, what are the strengths and weaknesses or challenges of this agency? Explain your answer to question 18 on page 1 of this form.

When you call the agency for an appointment, you may be told you can drop in anytime to speak with someone. But it's a bad idea to "drop in" and just "speak with someone" for the interview on which you're going to base your report. It's a virtual guarantee that you'll be speaking with someone who has relatively little authority and responsibility, and, more to the point, relatively little knowledge to answer your questions—so you end up speaking with the receptionist or one of the administrative support staff, and your report is shallow in its coverage of the agency and possibly unacceptable because it doesn't meet the requirements of the assignment.

The alternative is to make an appointment with someone who has some authority, responsibility, and knowledge to answer your questions. There is no absolute requirement regarding the person you interview. The basic idea is that it's someone with sufficient authority and responsibility to answer your questions knowledgeably. Needless to say, that would *preclude* receptionists, clerks, and other lower-level staff. *Preferably* it would be someone with *managerial* responsibility, like a director, assistant director, director of social work services, or at least a casework supervisor.

How do you get an appointment with such a person? Here's an approach you might use: When you call for an appointment, ask to speak with the director, assistant director, or a supervisor of professional staff. (It helps if you know their names from a Google search before you call, so you can ask for them by name.) When you're asked why you want to talk with one of them, explain that you're planning your professional education, you're considering going into the field [of whatever the agency specializes in, e.g., adoptions, delinquent youth, etc.], and you would very much appreciate having a *half-hour* of their time to answer some of your questions in-person about the field and about their organization. Make it clear that you're *not* seeking employment.

The report narrative must be no less than one or more than two single-spaced, typewritten pages of standard size 12-point fonts, with one-inch margins on all sides, using the outline and headings specified above in items 19 through 22.

REMEMBER TO INCLUDE THE FIRST PAGE WITH THE QUANTITATIVE QUESTIONS AND TO ATTACH AN AGENCY BROCHURE.

ONE-TO-ONE ASSIGNMENT

This assignment is an opportunity to earn *up to* 50 points toward your final grade in the course. The assignment calls for doing a “one-to-one” visit with an individual you do *not* know—*not* a relative, friend, or acquaintance—for at least 15 minutes, but preferably for 30 minutes.

- The primary purpose of this visit is to *discover what the individual regards as the main day-to-day conditions that create pressures in his or her life*—that is, the punishing or problematic conditions that are confronted on a *daily* basis.
- The person you select to talk with should *not* be someone in circumstances very similar to your own, such as another student.
- Ideally, the one-to-one should be with someone *unlike yourself* in age, gender, income level, ethnic and racial background, etc.

You may find that this contact can comfortably be made at a social gathering, after religious services, at a meeting of a social or cultural organization, even at bus stops, or while waiting at a car wash. Sometimes it helps to get these conversations started by sharing some condition that creates pressure in your own life.

The one-to-one visit is meant to be informal, which as a practical matter means that you and the other person do not perceive one another in any “official” capacity. So, for example, if you just happen to be in the waiting area of an adult day care program, waiting for a relative of yours, and you happen to meet someone else who’s waiting there, that would be fine. On the other hand, if you’re at the facility in the capacity of an intern and you happen to start talking with someone, that’s an entirely different matter—and *not* appropriate for this assignment.

Avoid “announcing” who you are (i.e., a CSUN student) and what you’re doing (i.e., a class assignment)—just be friendly and natural, as if you really enjoy getting to know people (and who knows, maybe you do!).

As soon as possible after the contact, write short notes that describe all the essentials of the contact *without revealing any names*.

Following the outline below and using the headings provided, write up your conversation in no less than two or more than three double-spaced pages with one-inch margins, using 12-point type, paying attention to spelling, punctuation, grammar, and composition, and specifying the following, plus any other information or commentary you think may be of interest or importance:

- **Brief Description:** A brief description of the person (focusing on indicators of economic, social, and political status, e.g., type of car owned, clothes worn or accessories, political opinions expressed, etc.);
- **How Met:** Where and how you happened to talk with the person (e.g., “We met on the bus when I asked how far my stop was”);
- **Pressures Mentioned:** The pressures mentioned by the person (e.g., rising gas prices, a broken washing machine, a delinquent teenage child, etc.) and implicit or explicit assumptions about possibilities for changing the situation; and
- **Tone of Contact:** The tone of the contact, that is, whether the conversation was lively, dull, humorous, etc., and whether the person’s feelings and opinions were related to personal experiences or were mainly intellectual.

- **Conclusions:** Draw some conclusions regarding what you learned about:
 1. What it takes to get people you don't know to talk about the real pressures in their lives—that is, specific questions that may be asked or statements that may be made;
 2. How people define the sources of their pressures (e.g., whether they hold themselves responsible for their situation, or hold their parents or other individuals responsible, or believe that larger social forces are the cause, etc.); and
 3. Expectations they have about changing the conditions that create the pressures.
- Grading on these papers will reflect proper spelling, punctuation, grammar, and composition.

LINKED ASSIGNMENTS

1. THE FIRST OF THE "LINKED" ASSIGNMENTS IS AN ANALYSIS OF A PROFESSIONAL OR ACADEMIC JOURNAL ARTICLE.

The detailed requirements for the assignment are outlined below under “Article Analysis Assignment.”

In general, the assignment is based on the expectation that you will select for analysis a peer-reviewed article, from a professional or academic journal, an article that reflects your *particular* interest in a social work or social welfare problem or population.

- For example, you would select an article that deals with addiction if that's what you're interested in.
- Ideally, the article would be informative about a particular problem or population related to the subject.
- The article should have content and implications for professional social work practice in the area of your particular interest.

To ensure you get the best possible grade on this assignment, read and follow these assignment instructions very carefully, *using for your analysis the sections and major headings outlined below.*

2. BASED ON THE SUBJECT MATTER OF THE ARTICLE YOU ANALYZE, YOU ARE TO DEVELOP A SCENARIO FOR A BRIEF VIDEO-RECORDED COUNSELING INTERVIEW.

For example, if the focus of the article you analyze is drug addiction, you might develop a scenario in which you interview a middle-aged homemaker who is addicted to barbiturates.

The scenario is the basis for conducting a 10- to 12-minute interview with this drug-addicted client, which will be video-recorded.

The guidelines for the scenario are spelled out in the “Guidelines for Counseling Interview Scenarios” (<http://www.gatherthepeople.org/Pages/CSUN-SOC356.htm>).

3. YOU MUST PAIR UP WITH ANOTHER MEMBER OF THE CLASS TO DO A VIDEO-RECORDED COUNSELING INTERVIEW.

You and your partner will meet together with Tony Hillbruner at the Creative Media Services (677-3592), which is located in room 37 of the Oviatt Library.

Using the scenarios you've developed, you and your partner will interview one another, acting as one another's clients.

Mr. Hillbruner will record the interviews, using the DVD disks that you provide, which you will turn in to me. *Each interview is to be recorded on a separate disk.*

You and your partner will schedule your session as a team with Mr. Hillbruner for a date and time that is mutually convenient for you.

ARTICLE ANALYSIS ASSIGNMENT

Provide a written analysis of a ***peer-reviewed professional or academic journal article*** that deals with one or more contemporary social issues and that presents implications for professional social work practice. (*If you have any doubts about whether an article is peer-reviewed or otherwise unacceptable for the assignment, check with a reference librarian or myself before you decide to use the article.*)

Following the outline below, describe the issues involved, giving pros and cons for current or proposed social policy related to the social issues discussed. Include thoughts on how you think current or proposed policy may affect social work practice and social service agencies.

Be sure to include the Title, Author, Publication (journal name, volume and issue numbers), and date of the article at the top of the first page of your report. Attach a copy of the journal article to your report.

The analysis is to be no less than three or more than five double-spaced, typewritten pages of standard size 12-point fonts, with one-inch margins on all sides.

Questions to answer in your report, using the following outline and headings:

1. What is the larger context of why this article was written? To what is the author responding?

It is hoped that you will begin to ask this question for everything you read. All perspectives are partial and you need not only to know where the article is situated in the larger sociopolitical debate, but also what it is saying and not saying or implying about a specific issue. This question may best be answered last after you understand the author's main argument. This question is about the larger debate that the author is engaged in or the implication of his/her work given his/her thesis. The author's own background is mostly a factor in the reason for the essay. (For example: The article is about "welfare mothers" and thus it contributes to the debate for welfare reform.)

2. What is the author's main argument?

Search the reading for the thesis statement and either quote or paraphrase it with citation (page number and location in page). Explain clearly the author's main argument. If question #1 above is about motive, this question is about the crime. (For example: The main argument by the author

is that welfare mothers are lazy and just abusing taxpayers' generosity.)

3. What evidence did the author use to support his or her argument?

Good scholarly work requires a thesis and supporting evidence. What kind of evidence does the author have to support the thesis? How were the data compiled? Elaborate on at least three specific forms of evidence the author presents to support his or her thesis. (Is the evidence based on personal anecdotes or beliefs, on scholarly national survey research, on limited samples, etc., and what is the evidence?)

4. Are the arguments compelling?

This question is meant to remind you to question authority rather than blindly accept what is dished out or packaged for you. Sometimes authors present facts that don't support their argument. So you need to make sure the facts back the author's argument. Just because something is written, doesn't mean it's true. (Notwithstanding that the author may have support for his or her argument, it's important to explore whether the evidence be generalized to a larger population or other populations?) What is the work's reliability (i.e. can it be replicated) and validity (i.e., can it be made operational)? Put forth some counterarguments.]

5. What questions arose for you from reading this article?

This is to urge you to reflect on what you read and become an active reader instead of a passive recipient of information. This is to help you apply what you just learned. (What issues did the author fail to address?)

6. Any other reactions you have from reading this article? Relates to some other issues? Personal reaction?

Does the information challenge your original thoughts and assumptions? Do you find yourself resistant to the information? Why do you think that is so? These are good questions to think about for yourself as you become more responsive to the information around you, that which you readily accept and that which challenges your values.

Be sure to read the "Guide to Linked Assignments," which is available on the class web page (<http://www.gatherthepeople.org/Pages/CSUN-SOC356.htm>).

COUNSELING INTERVIEW VIDEO RECORDING

Be sure to read the "Guidelines for Counseling Interview Scenarios," which is available on the class web page (<http://www.gatherthepeople.org/Pages/CSUN-SOC356.htm>).

Make an appointment to do the 10- to 12-minute counseling interview video recording by calling Tony Hillbruner at the Video Studio (818-677-3592) well ahead of the time you expect to do the actual recording.

Summary of Key Guidelines in Counseling Clients (from page 165 in the textbook):

1. Establish a working relationship
 - a. Introduce yourself and begin with a little small talk.

- b. Have the client talk about his/her concerns by saying something like, “Do you have some concerns you’d like to talk about today?”
 - c. After the client discusses his/her concerns for three to four minutes, “connect” with the feelings by saying something like, “How are you feeling about this?” “This must really be difficult for you,” or “I sense you’re feeling (such and such) about this.”
2. Explore the client’s concerns in depth by asking more detailed and specific questions about the client’s concern(s).
3. Explore alternative solutions to the concerns with the client.
 - a. In doing this, first ask the client what he/she has tried, and what he/she is thinking about trying.
 - b. Don’t give advice, but instead phrase your resolution options as suggestions, such as “Have you thought about trying _____?”

UNIVERSITY POLICIES

RELIGIOUS HOLIDAYS

Any student who will be absent at some point during the semester because of religious observance should provide a written notice of that fact during the first week of class, or during the first week after late enrollment in the class, so that examinations and other assignments may be scheduled around the days when students cannot attend.

ACADEMIC DISHONESTY

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise—comments:

- Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
- Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.
- University cheating and plagiarism policies:
 1. Violation of the CSUN Policy on Academic Dishonesty is *very* serious. If you have any doubts about what constitutes cheating or plagiarism, please be sure to review the Policy at http://www.csun.edu/~studaff/studentconduct/academic_dishonesty.pdf

2. This class adheres to the University's policies on academic dishonesty as outlined at sections E-2 through E-4 in 2012-2014 CSUN catalog. Students found cheating/plagiarizing will receive zero credit for the quiz/assignment and will *not* be given the opportunity to make up the assignment.
3. ***Cheating on any assignment, depending on the circumstances, may also result in an F for the course.*** This includes cheating, fabrication, and dishonesty on exams, copying exam answers or otherwise submitting the work of another student as your own, as well as plagiarism on written assignments.
4. To avoid plagiarism, do not use anyone else's words or ideas without clearly acknowledging the source, including a complete citation of the original work.

Fabrication

Intentional falsification or invention of any information or citation in an academic exercise—comments:

- “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
- One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
- Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

Facilitating Academic Dishonesty

- Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

Plagiarism

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise:

- *Direct Quotation:* Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the MLA Style Sheet or K.L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.
- *Paraphrase:* Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke's comment . . .” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
- *Borrowed facts or information:* Information obtained in one's reading or research that is not

common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

- *Materials that contribute only to one's general understanding of the subject:* Such materials may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

UNIVERSITY GRADES AND GRADING POLICIES

Incomplete

The symbol "I" indicates that a portion of the required coursework has not been completed and evaluated in the prescribed period due to unforeseen, but fully justified reasons, that a substantial portion of the course requirement has been completed with a passing grade, and that there is still a possibility of earning credit. The work that is incomplete normally should be of such a nature that it can be completed independently by the student for later evaluation by the instructor. An Incomplete shall not be assigned when a student would be required to attend a major portion of the class when it is next offered. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

1. Unless an approved "Request for Extension of Time to Remove Incomplete" form has been filed with Admissions and Records, an "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment.
2. An Incomplete will be counted as equivalent to an F (or an NC if applicable) for grade point average computation under the following conditions:
 - If the Incomplete is unresolved within the allotted time, A& R will change the grade to "F". (Students are NOT encouraged to petition the removal of this "F", because it is a legitimate part of their permanent Academic Record.)
 - If a student fails to complete the assigned work within one calendar year.
 - If an undergraduate student re-enrolls in the course before making up the work during the calendar year.

Withdrawal Unauthorized (WU)

For purposes of grade point computation, the "WU" grade is equivalent to an "F". The symbol "WU" indicates that an enrolled student did not officially withdraw from the course and failed to complete course requirements. The instructor may also assign "WU" when assignments or course activities or both were insufficient to evaluate academic performance using A, B, C, D, or F. (Replaces "U" grading symbol.) WU counts as F as soon as it is posted.

Credit/No Credit Policy

Undergraduate students, not on probation, may elect the Credit/No Credit (CR/NC) option for one or more courses each term, up to a maximum of 18 units applicable to the bachelor's degree.

The CR or NC grade will not be considered in computation of the student's grade point average. Students with a catalog year of 1986-87 or after CANNOT apply courses taken on a CR/NC basis toward the satisfaction of ANY of the following degree requirements:

1. THE MAJOR, except those courses offered on a CR/NC basis only, subject to department approval.
(NOTE: additional courses in the discipline of the major beyond those used to satisfy major requirements may not be taken for Credit/No Credit.)
2. THE MINOR, except those courses offered on a CR/NC basis only.
3. GENERAL EDUCATION
4. TITLE 5 REQUIREMENTS

Criteria For Late Add/Drop Or Changes In The Basis Of Grading

- Enrollments recorded by the end of third week of instruction are considered official and unalterable. Unless unforeseen events occur which in the University's judgment justify an adjustment, students are expected to complete all courses in their academic programs. Students should note that a deficient academic performance is not sufficient reason for dropping a class or changing the basis of grading.
- The following conditions as used by faculty as guidelines to judge the merits of each particular situation. These conditions should be evident for all late adjustments for any course after deadlines. Students in these circumstances will be asked to provide appropriate verification in writing that they meet both of these conditions:
 1. There is a serious and compelling reason, and
 2. There is no viable alternative.

STATEMENT ON DISABILITIES

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. The Director of Equity and Diversity has been designated to coordinate the efforts of CSUN to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to Jo Ann Fielder, Director Office of Equity and Diversity, University Hall 385 (818) 677-2077. (From CSUN 2010-2012 Catalog, Appendix D. Nondiscrimination Policy, D-3. Disability, page 611.)

INSTRUCTOR'S POLICIES

- The standard grade if a student fails to complete the work for a class is a "WU". This is the equivalent of an "F", but the grade may be changed if you re-take the course at a future time. This grade may also be assigned to students who have not attended after the first few classes of the semester but have not officially "withdrawn" from the course.
- I may assign an Incomplete ("I") if you meet all of the following conditions:
 1. You have completed most of the course work;
 2. You are passing the course; and
 3. You fill out and bring to me a "Request for an Incomplete" form, on which I detail exactly what is still needed for completion of the course.
- I do not make exceptions to this policy, even when it affects a student's financial aid.
- Once you take an incomplete, you have a year from the date recorded on the form to complete the requirements of the course and have your grade changed; therefore, you should

submit work early enough to allow me to grade your work and fill out the necessary forms to assign you a new grade.

CONTACTING THE INSTRUCTOR

- You need not have an appointment to meet with me during my office hours, but if you plan to come from off campus it would be sensible to call ahead and make sure I'm available to meet with you.
- You can send e-mail to me at moshe.benasher@csun.edu and I will almost always reply on the same day.
- You can phone me on campus during office hours at (818) 224-9269 or at home at (818) 881-1295, although I don't take calls from mid-afternoon on Friday until after dark on Saturday evening. Please don't call after 8 p.m. in the evening except for *very urgent* matters.
- If you have questions, suggestions, concerns, or complaints about anything related to the class, please take the initiative to raise them with me, either in class or privately.