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SW 100.01: Introduction to Social Welfare

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SOCIAL WORK 100:1
INTRODUCTION TO SOCIAL WELFARE
3 Credits
Fall Semester, 2003

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Office Hours:
1-3 TuTh,
2-3 MWF and by appointment

SYLLABUS

PURPOSE AND GOALS OF COURSE

Purpose: The purpose of the course is to provide:

- A. Consideration of issues related to social and economic justice in the United States, especially those pertaining to at-risk and oppressed populations.*
- B. Knowledge of historical trends in social welfare provision and an understanding of the impact of ideologically-diverse values and attitudes on the definition of social problems and the design of solutions.*
- C. An understanding of a broad range of the social problems addressed and the services provided by the field of social welfare.*
- D. An introduction to the profession of social work.*

Goals: *Through participation in this course, each student is expected to:*

- A. Accurately differentiate social welfare, social work, and the social and behavioral sciences.*
- B. Accurately interpret and analyze the impact of diverse political ideologies in addressing basic human needs in the United States.*
- C. Provide an accurate overview of the origins and development of social welfare provisions in the United States 1700-2000, with particular attention to the influence of political ideology on this process.*
- D. Demonstrate accurate introductory understanding of economic security programs, their organization, and target populations.*
- E. Analyze selected social issues, policies, or programs in terms of need, target populations, and service delivery systems.*
- F. Describe accurately existing services in child welfare, adult protection, health (including HIV-AIDS), youth and adult corrections, chemical dependency, aging, and physical and mental disabilities.*
- G. Describe accurately discrimination and prejudice in our society in relation to race, ethnicity, gender, age, and sexual orientation. You will provide accurate definitions of institutional racism, ageism, and sexism, as well as accurately identify and describe oppressed populations.*

SOCIAL WORK 100

Fall 2003

Spores

Page 2

- H. *Demonstrate a beginning understanding of social problems in the international context, particularly with respect to problems experienced and services provided for refugees and other displaced populations.*
- I. *Accurately define and describe generalist social work practice, the development of the social work profession, and the value, knowledge, and skills base of the profession.*
- J. *Demonstrate understanding of the role of scientific, empirically-based approaches to collection, analysis, and application of data in addressing human needs.*

CLASS ATTENDANCE AND PARTICIPATION

Class meets Monday, Wednesday, and Friday 1:10–2:00. You are expected to participate in class discussion. Attendance is required, with attendance taken at all class sessions. A maximum of FIVE absences is permitted. Upon a sixth absence, whatever the reasons may have been for your absences, your final grade will be reduced by one grade level. Nine absences (the equivalent of three weeks of classes) will result in a FAILING grade for the course. If the deadline for dropping courses has already passed (October 13), your only alternative to a failing grade will be to gain approval for a late drop via the petition process. I will not sign such petitions unless there are legitimate reasons for the lack of attendance, reasons you must fully document.

EXAMINATIONS

Three examinations will be administered, emphasizing objective, but including essay items. Examinations will deal with material considered in class lectures and discussion, assigned reading, class handouts, guest presentations, and films.

DISCUSSION SESSIONS

On four occasions (September 19; October 3, 31; and November 21) the class will break into four discussion groups to consider topics related to the class content of the preceding two weeks. The instructor will shuttle among the groups and individual students will be assigned to coordinate their group discussion for one session. Suggested discussion questions/topics will be provided by the instructor. You will receive five points for each discussion session attended, with 20 points possible over the course of the semester.

DISCUSSION PAPER

A paper discussing There Are No Children Here will be due November 19. This assignment will be discussed in class and is more fully described on the final page of the syllabus.

SOCIAL WORK 100

Fall 2003

Spores

Page 3

TEXTS

*Zastrow, Charles. Introduction to Social Welfare Institutions.
7th edition. (Pacific Grove, CA: Brooks/Cole, 2000).*

*Eitzen, D. Stanley, Smith, Kelly Eitzen. Experiencing Poverty: Voices from the Bottom.
(Belmont, CA: Thomson-Wadsworth, 2003)*

Kotlowitz, Alex, There are No Children Here. (NY: Anchor Books, 1991)

Faculty-Pac, SW 100, Professor Spores, UC Bookstore

READINGS FROM EITZEN AND SMITH, EXPERIENCING POVERTY

*As you complete the readings from the reader, Experiencing Poverty, you will verify that you have completed each reading and provide a **brief** (1-5 sentences) comment on the reading (insights gained, "critique" of the reading's learning value, etc.). A form will be provided for this purpose and you will submit these to the instructor periodically (approximately every 2 ½-3 weeks). The instructor will review your comments and award up to ten points, based on the quality of your brief responses. This will occur 4 times during the semester, with a maximum total of **40 points** possible. Forms turned in after the due date will be penalized one point for each day they are late.*

CLASS HANDOUTS

During the semester several class handouts will be distributed. Usually these will be short articles and will serve to clarify or supplement class sessions and assigned reading.

FILMS AND GUEST SPEAKERS

Several films, videotapes, and a number of outside speakers have been scheduled for the semester. Examinations will include items based on these presentations.

GRADING

Final grades will be based on points earned on the book discussion paper, discussion group participation, and examinations. Particularly effective contribution to class discussions will be considered in assigning final grades.

Points:

SOCIAL WORK 100
Fall 2003
Spores
Page 4

<i>Reading Commentaries</i>	<i>40</i>
<i>First Midterm Examination (October 17)</i>	<i>100</i>
<i>Second Midterm Examination (November 14) . . .</i>	<i>100</i>
<i>Reaction/Analysis Paper #2 (November 19)</i>	<i>50</i>
<i>Final Examination (December 16).</i>	<i>125</i>
<i>Discussion Group Attendance</i>	<i><u>20</u></i>
POSSIBLE POINTS	435

CLASS SCHEDULE AND ASSIGNED READINGS

Weeks 1-3: September 2-19

<i>9/3</i>	<i>Introduction: Course Content, Requirements, and Logistics</i> <i>Social Welfare and Social Work: Definition, History, and Basic Concepts</i>
<i>9/19</i>	<i>First Discussion Group</i> READING: <i>Zastrow, Chapter 1 and 2</i> <i>Eitzen, pp. 1-38</i>

Week 4: September 22-26

Public Welfare and Poverty

READING: *Zastrow, Chapter 4*
Eitzen, pp. 39-84
"Evaluation," final chapter in Barbara Ehrenreich,
Nickel and Dimed (New York: Metropolitan Books,
2001, pp. 193-221. RESERVE BOOK ROOM
Continue Faces of Poverty

Week 5: September 29 - October 3

<i>9/29</i>	<i>Family Services and Child Welfare</i>
<i>10/1</i>	<i>Guest Speaker: Child Protective Services</i>

SOCIAL WORK 100
Fall 2003
Spores
Page 5

10/3 *Discussion Groups*
READING: *Zastrow, Chapter 6*
 Eitzen, pp. 85-102

Week 6: October 6-10

10/6 *Film: "The Burning Bed" (Domestic Violence)*
10/8 *Film: "The Burning Bed" (continued)*
10/10 *Guest Speaker: Domestic Violence*
READING: *Zastrow, Chapter 13*
 Eitzen, pp. 103-133

Week 7: October 13-17

10/13 *Guest Speaker: Domestic Violence*
10/15 *Full Class Discussion, Examination Review*
10/17 **FIRST MIDTERM EXAMINATION**

***LAST DAY TO DROP CLASSES: OCTOBER 13**

Week 8: October 20-24

10/20 *Guest Speaker: Youth Problems and Services*
10/22 *Guest Speaker: Adult Corrections*
10/24 *Guest Speaker: Aging and Related Services*
READING: *Zastrow, Chapters 9 & 14*
 Eitzen, pp. 134-154
 Begin There Are No Children Here

Week 9: October 27-31

10/27 *Videotape: "An Appointment with Death"*
10/29 *Guest Speaker: Alcoholism and Chemical Dependency*
10/31 *Discussion Groups*
READING: *Zastrow, Chapter 8*
 Eitzen, pp. 155-178
 Continue There Are No Children Here

Week 10: November 3-7

Human Diversity and Oppressed Populations
READING: *Zastrow, Chapter 12*

Eitzen, pp. 179-199
Continue There Are No Children Here

Week 11: November 10-14

11/10 *Human Diversity and Oppressed Populations: Lambda Panel*
11/12 *Human Diversity and Oppressed Populations; Examination Review*
11/14 **SECOND MIDTERM EXAMINATION**
READING: *Complete There Are No Children Here*

Week 12: November 17-21

11/17 *Guest Speaker: Physical and Mental Disabilities*
11/19 *Guest Speaker: Mental Health Services*
 PAPER ON There Are No Children Here DUE November 19
11/21 *Discussion Groups*
READING: *Zastrow, Chapters 16, 5*

Week 13: November 24-25

11/24 *Guest Speaker: HIV-AIDS*
READING: *Zastrow, Chapter 15*

Week 14: December 1-5

12/1,3 *Social Welfare in the International Context*
12/5 *Social Work Practice*
READING: *Zastrow, Chapter 3*

Week 15: December 8-12

12/8,10 *Social Work Practice*
12/12 *Examination Review, Course Evaluations*

FINAL EXAMINATION: Tuesday, December 16 1:10-3:10

GUIDELINES FOR BOOK REVIEW PAPER

Paper must be no more than 3-4 typed, double-spaced pages. It must be sound grammatically and constitute a logical, consistent, well-written composition--as though it were a final effort in an English composition course where you are attempting to earn an A grade. Be sure to re-read the "final" draft of your paper and make all needed grammatical corrections. I will assume the paper you submit is an example of your best writing. If in doubt, have your paper reviewed by an acquaintance who possesses strong writing skills (BEFORE you submit it.)

You will not be penalized for taking positions that are critical of the book or that you think may run counter to the opinions or preferences of the instructor. All papers will be assessed on the same basis.

Kotlowitz, Alex. There Are No Children Here

1. *In 2-3 paragraphs, summarize the book.*
2. *How does the environment in which Lafayette and Pharoah are forced to live compare with the environment in which you grew up?*
3. *In what ways would your life today differ if you had grown up in Horner or a similar housing project?*
4. *In what ways (if any) does this book influence your views about social justice ("fairness" in the way our society functions)?*
5. *In your opinion, how should the conditions described in the book be corrected? Consider this carefully. The quality of your response here will be an important factor in determining your grade.*

DUE: WEDNESDAY, NOVEMBER 19
*(Late papers will be penalized 3 points
for each day beyond the due date.)*
50 POINTS POSSIBLE