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SW 100.02: Introduction to Social Welfare

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Social Work 100: 2
Introduction to Social Welfare
3 Credits
Fall Semester, 2002
M-W-F 1-2 PM Education 214

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SYLLABUS

PURPOSE AND GOALS OF COURSE:

PURPOSE: THE PURPOSE OF THE COURSE IS TO PROVIDE THE STUDENT WITH:

- A. AN EDUCATIONAL FORUM FOR THE CONSIDERATION AND DISCUSSION OF ISSUES RELATED TO SOCIAL AND ECONOMIC JUSTICE IN THE UNITED STATES, WITH AN EMPHASIS ON AT-RISK AND OPPRESSED POPULATIONS.
- B. KNOWLEDGE OF HISTORICAL TRENDS IN THE PROVISION OF SOCIAL WELFARE SERVICES AND AN AWARENESS AND UNDERSTANDING OF HOW IDEOLOGICALLY DIVERSE VALUES AND ATTITUDES SERVE TO DEFINE SOCIAL PROBLEMS AND DESIGN SOLUTIONS.
- C. A BETTER UNDERSTANDING OF THE WIDE RANGE OF SOCIAL PROBLEMS ADDRESSED BY THE FIELD OF SOCIAL WELFARE AND THE NATURE OF SERVICES PROVIDED.
- D. A BASIC UNDERSTANDING AND 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 CRITICALLY 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 HOW POLITICAL IDEOLOGY HAS IMPACTED THIS PROCESS.
- D. DEMONSTRATE AN INTRODUCTORY UNDERSTANDING OF ECONOMIC SECURITY PROGRAMS, THEIR ORGANIZATION, AND TARGET POPULATIONS.
- E. ANALYZE SELECTED SOCIAL ISSUES, POLICIES, OR PROGRAMS IN TERMS OF NEED, THEIR TARGET POPULATIONS, AND THEIR SERVICE DELIVERY SYSTEMS.

- F. DESCRIBE EXISTING SERVICES IN CHILD WELFARE, ADULT PROTECTION, HEALTH (INCLUDING HIV-AIDS), YOUTH AND ADULT CORRECTIONS, CHEMICAL DEPENDENCY, AGING, AND PHYSICAL AND MENTAL DISABILITIES.
- G. DEFINE INSTITUTIONAL RACISM, AGEISM, AND SEXISM. ACCURATELY IDENTIFY AND DESCRIBE OPPRESSED POPULATIONS AND OPERATIONALLY DESCRIBE DISCRIMINATION AND PREJUDICE, AS IT EXISTS IN OUR SOCIETY.
- H. DEMONSTRATE AN INTRODUCTORY UNDERSTANDING OF SOCIAL PROBLEMS IN THE INTERNATIONAL CONTEXT, PARTICULARLY WITH RESPECT TO REFUGEES AND OTHER DISPLACED POPULATIONS.
- I. ACCURATELY DEFINE AND DESCRIBE GENERALIST SOCIAL WORK PRACTICE, THE DEVELOPMENT OF THE PROFESSION, AND THE VALUES, KNOWLEDGE, AND SKILLS BASE OF PRACTITIONERS (INCLUDING AN UNDERSTANDING OF THE NASW CODE OF ETHICS).
- J. DEMONSTRATE UNDERSTANDING OF THE ROLE OF SCIENTIFIC, EMPIRICALLY BASED APPROACHES TO COLLECTION, ANALYSIS, AND APPLICATION OF DATA IN ADDRESSING HUMAN NEEDS.

REQUIRED TEXTS:

- ZASTROW, CHARLES. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE. 7TH EDITION (WADSWORTH PUBLISHING CO. BELMONT, CA 2000)
- KOTLOWITZ, ALEX. THERE ARE NO CHILDREN HERE (ANCHOR BOOKS. NEW YORK, NY 1992)

CLASS SCHEDULE AND ASSIGNED READINGS:

- WEEK 1: **SEPTEMBER 2 – SEPTEMBER 6**
- 9/4 INTRODUCTION TO COURSE; REQUIREMENTS AND CONTENT.
 - 9/6 HISTORY OF SOCIAL WELFARE; DEFINITION AND BASIC CONCEPTS – CLASS DISCUSSION.

READINGS: ZASTROW CHAPTER 1

- WEEK 2: **SEPTEMBER 9 – SEPTEMBER 13**
- 9/9 HISTORY OF SOCIAL WELFARE; DEFINITION AND BASIC CONCEPTS – CLASS DISCUSSION.
 - 9/11 SOCIAL WORK AS A PROFESSION, SOCIAL WORK PRACTICE
 - 9/11 **WHO AM I PAPER DUE – 25 POINTS**
 - 9/13 SOCIAL WORK AS A PROFESSION – CLASS DISCUSSION

READINGS: ZASTROW CHAPTER 2

WEEK 3:

SEPTEMBER 16 – SEPTEMBER 20

9/16 POVERTY AND PUBLIC WELFARE
9/18 GUEST SPEAKER
9/20 POVERTY AND PUBLIC WELFARE

READINGS: ZASTROW CHAPTER 4

WEEK 4:

SEPTEMBER 23 - SEPTEMBER 27

9/23 HUMAN DIVERSITY AND OPPRESSED POPULATIONS –
CLASS DISCUSSION
9/25 HUMAN DIVERSITY AND OPPRESSED POPULATIONS –
PREJUDICE AND DISCRIMINATION IN THE UNITED
STATES – CLASS DISCUSSION
9/27 SEXUAL ORIENTATION

READINGS: ZASTROW CHAPTERS 7 & 12

WEEK 5:

SEPTEMBER 30 – OCTOBER 4

9/30 SOCIAL WORK AND MENTAL HEALTH - CLASS
DISCUSSION
10/2 GUEST SPEAKER
10/4 WORKING WITH FAMILIES – CLASS DISCUSSION

READINGS: ZASTROW CHAPTER 5, BEGIN KOTLOWITZ –
THERE ARE NO CHILDREN HERE

WEEK 6:

OCTOBER 7 – OCTOBER 11

10/7 FILM (THE BURNING BED)
10/9 FILM (THE BURNING BED)
10/11 SUMMARY OF PREVIOUS MATERIAL – REVIEW FOR
MIDTERM EXAMINATION

READINGS: ZASTROW CHAPTER 6, CONTINUE KOTLOWITZ

WEEK 7:

OCTOBER 14 - OCTOBER 18

10/14 HOLIDAY – NO CLASS
10/16 MIDTERM EXAMINATION #1 – 100 POINTS
10/18 GUEST SPEAKER

READINGS: ZASTROW CHAPTER 6, CONTINUE KOTLOWITZ

WEEK 8:

OCTOBER 21 – OCTOBER 25

10/21 CHEMICAL DEPENDENCY AND REHABILITATION –
CLASS DISCUSSION
10/23 SOCIAL WORK AND WOMEN'S ISSUES – CLASS
DISCUSSION
10/25 GUEST SPEAKER

READINGS: ZASTROW CHAPTERS 8 & 13, CONTINUE
KOTLOWITZ

- WEEK 9: OCTOBER 28 - NOVEMBER 1**
10/28 CHEMICAL DEPENDENCY AND REHABILITATION – CLASS DISCUSSION
10/30 YOUTH AND ADULT CORRECTIONS – CLASS DISCUSSION
11/1 GUEST SPEAKER
READINGS: ZASTROW CHAPTERS 8 & 9, CONTINUE KOTLOWITZ
- WEEK 10: NOVEMBER 4 – NOVEMBER 8**
11/4 PROBLEMS IN EDUCATION – SCHOOL SOCIAL WORK - CLASS DISCUSSION
11/6 AGING AND RELATED SERVICES – CLASS DISCUSSION
11/8 GUEST SPEAKER
READINGS: ZASTROW CHAPTERS 10 & 14, CONTINUE KOTLOWITZ
- WEEK 11: NOVEMBER 11 – NOVEMBER 15**
11/11 HOLIDAY – NO CLASS
11/13 SOCIAL WORK AND DEVELOPMENTAL DISABILITIES – CLASS DISCUSSION
11/15 FILM (DEINSTITUTIONALIZATION IN MONTANA)
READINGS: ZASTROW CHAPTER 16
- WEEK 12: NOVEMBER 18 – NOVEMBER 22**
11/18 CLASS DISCUSSION GROUPS – REVIEW FOR MIDTERM #2
11/20 MIDTERM EXAMINATION #2 – 100 POINTS
11/22 HEALTH PROBLEMS AND MEDICAL SOCIAL WORK – CLASS DISCUSSION
READINGS: ZASTROW CHAPTER 15
- WEEK 13: NOVEMBER 25 – NOVEMBER 29**
11/25 SOCIAL WORK IN THE WORKPLACE – CLASS DISCUSSION
11/27 STUDENT TRAVEL DAY – NO CLASS
11/29 HOLIDAY – NO CLASS
READINGS: ZASTROW CHAPTER 11
- WEEK 14: DECEMBER 2 – DECEMBER 6**
12/2 GENERALIST SOCIAL WORK PRACTICE – CLASS DISCUSSION
12/2 ESSAY PAPER DUE (THERE ARE NO CHILDREN HERE) 150 POINTS
12/4 GUEST SPEAKER
12/6 CLIENT ADVOCACY, SOCIAL ACTIVISM, AND COMMUNITY ORGANIZING – CLASS DISCUSSION
READINGS: ZASTROW CHAPTERS 2, 3 & 17

WEEK 15: **DECEMBER 9 – DECEMBER 13**
12/9 KNOWLEDGE, VALUES, SKILLS AND
 CONFIDENTIALITY. THE NATIONAL ASSOCIATION OF
 SOCIAL WORKERS CODE OF ETHICS – CLASS
 DISCUSSION
12/11 GUEST SPEAKER
12/11 2ND WHO AM I PAPER DUE – 25 POINTS
12/13 COURSE EVALUATION – REVIEW FOR FINAL
 EXAMINATION

WEEK 16: **DECEMBER 16 – DECEMBER 20**

FINALS WEEK!
11/19 FINAL EXAMINATION
(1:10 PM TO 3:10 PM)

CLASS ATTENDANCE AND PARTICIPATION

Class meets Monday, Wednesday, and Friday from 1:00 to 2:00. It is expected that students will participate in class discussions. Please note that time allocated for class discussion may also involve group exercises designed to facilitate deeper understanding of social work practice and/or issues affecting disadvantaged or oppressed populations. Attendance is required for this course and will be taken at all class sessions. A maximum of **FIVE** absences is permitted without a reduction in grade. Upon a sixth absence, your final grade will be reduced by one grade level. **NINE** absences (the equivalent of three weeks of class) **WILL RESULT IN A FAILING GRADE FOR THE COURSE.** If the deadline for dropping courses has already passed for fall semester, 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 without fully documented, legitimate reasons for lack of attendance.

Who Am I Papers

Awareness of self is crucial to the professional practice of social work. Therefore, I am requesting a one to two page summary of your thoughts about who you are as a human being at both the beginning and the end of this semester. You are not obligated to share the most intimate details of your life. However, as you undertake this project, it may be helpful to consider your values, your goals, what you consider important and not important, your dreams, your family background, your triumphs and shortcomings...etc. Please include a brief, general description of your feelings about social services and/or recipients of service. For example, is there a population you consider unworthy of help or one you would have difficulty working with if you were a social worker? There will be no penalties for honest opinions or positions that you think may run counter to the coursework or preferences of the instructor.

The first who am I will be due on 9/11. The second who am I will be due on 12/11. They are each worth 25 points for a total of 50 points toward your final grade. They may

be handwritten as long as they are legible. They will not be graded. All **legible** papers turned in **by the due date** will be worth the full 25 points.

DISCUSSION/POSITION PAPER “There Are No Children Here”

This required essay paper will be due on December 2nd and must be **4 – 6** pages in length and **typewritten**. It must be sound grammatically and constitute a logical, 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. Finally, you should be aware that assistance with writing is available through the writing laboratory in the Liberal Arts building 109.

Again, 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 – coherence, logic and writing quality.

When writing this paper, you may find it helpful to consider some or all of the following: How was your childhood similar or different from Pharoah and Lafayette? What are your thoughts about the quality of social services available in Chicago at this time? What ideological or political undercurrents do you think define the social problems and/or programs described in this book? What evidence did you find regarding residual, institutional, or developmental perspectives on social service delivery? What kind of future do you predict for the residents of this area? What can or should be done to improve the lives of these people? How might one living in this environment work themselves out of poverty and what kind of barriers would he/she face? How does intergenerational poverty reveal itself in this story and how can the cycle be altered? Are there any strengths or cultural/family values that can be utilized to help? In what ways can the experiences of these individuals and families be generalized to other disadvantaged peoples and populations (for instance, in Montana); or are these circumstances solely an inner city phenomenon? What percentage of the social problems described in this book do you think can be attributed to personal responsibility?

EXAMINATIONS

Two midterm examinations are required: October 16 and November 20. Both exams will be multiple choice with a few short answer essay items. They will each cover material from texts, lecture, films, handouts, and guest speakers. Both are worth 100 possible points.

Final examination is required: December 19, 1:10 to 3:10 PM. Material on the exam will be a combination of multiple choice questions, short answer essay, and one or two longer essay questions covering the entire course content of text, lecture, films, handouts, and guest speakers. 200 possible points.

LATE PAPERS

Late papers will be reduced by one letter grade for each class period they are late.

MAKE UP EXAMINATIONS

Make up exams will not be granted in this course without promptly advising me of the extraordinary or unforeseen circumstances surrounding your failure to sit for the scheduled exam. Arrangements must be made to make up your exam within 48 hrs. following the scheduled exam date; without exception. I can be reached at the message number listed on the first page of this syllabus. Please leave a number where you can be reached. I reserve the right to decline permission for a make up exam if I feel the request is unwarranted.

GRADING

| | |
|---------------------------|-------------------|
| Who Am I Paper #1 | 25 points |
| Who Am I Paper #2 | 25 points |
| Midterm #1 | 100 points |
| Midterm #2 | 100 points |
| Discussion/Position Paper | 150 points |
| Final Examination | <u>200 points</u> |
| Total Points Possible | 600 points. |

DISABILITY ACCOMODATIONS

Please advise me as soon as possible if you are in need of accommodations or support in order to meet the demands of this course due to a disability. Assistance is available on campus and accommodations can be arranged to support your education at the University of Montana.

SUGGESTED SUPPLEMENTARY READINGS

There are many excellent sources for additional information on poverty in America. A few popular books are listed below and can frequently be found at the UM Bookstore or Barnes and Nobles.

Turning Stones by Marc Parent. Fawcett Columbia, New York, NY. 1998

Savage Inequalities by Jonathan Kozol. Harper Perennial. New York, NY. 1992

Amazing Grace by Jonathan Kozol, Harper Perennial. New York, NY 1996

From Cradle to Grave – The Human Face of Poverty in America by Jonathan Freedman. McMillan Publishing Co. New York, NY 1993

Please feel free to reference any of this material in your discussion/position paper if desired.