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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**  
**Spring Semester, 2002**

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*243-5792*  
*Office Hours:*  
*10-12 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.*

- 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 (March 11), 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 midterm examinations will be administered, combining objective and essay items. Examinations will deal with material considered in class lectures and discussion, assigned reading, class handouts, guest presentations, and films.*

### **DISCUSSION SESSIONS**

*On alternate Fridays (February 8, 22; March 8, 29; April 12, 26) the class will break into four discussion groups to consider topics related to the class content of the preceding two weeks. As the instructor will shuttle among the groups, 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 thirty points possible over the course of the semester.*

### **DISCUSSION PAPER**

*A paper discussing Faces of Poverty will be due March 6. A second paper discussing There Are No Children Here will be due April 24. These assignments will be discussed in class and are more fully described on the final pages of the syllabus.*

### **TEXTS**

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

Berrick, Jill Duerr. *Faces of Poverty*. (NY: Oxford University Press, 1995)

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

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

### **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 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:**

Reaction/Analysis Paper #1 (March 6) . . . . .	50
First Midterm Examination (March 11). . . . .	100
Second Midterm Examination (April 19). . . . .	100
Reaction/Analysis Paper #2 (April 24) . . . . .	50
Third Midterm Examination (May 10). . . . .	100
Discussion Group Attendance . . . . .	<u>30</u>

**POSSIBLE POINTS 430**

### **CLASS SCHEDULE AND ASSIGNED READINGS**

**Week 1: January 28 – February 1**

- 1/28 Introduction: Course Content, Requirements, and Logistics  
1/30,2/1 Social Welfare: Definition, History, and Basic Concepts  
**READING:** Zastrow, Chapter 1  
Begin Faces of Poverty

**Week 2: February 4 - 8**

- 2/4,6 Social Welfare: Definition, History, and Basic Concepts  
2/8 Discussion Groups  
**READING:** Continue Faces of Poverty

**Week 3: February 11 - 15**

- 2/11 Social Welfare: Definition, History, and Basic Concepts  
2/13,15 Public Welfare and Poverty  
**READING:** Zastrow, Chapter 4  
Continue Faces of Poverty

**Week 4: February 18 - 22**

- 2/18 NO CLASS, WASHINGTON-LINCOLN HOLIDAY  
2/20 Family Services and Child Welfare  
2/22 Discussion Groups  
**READING:** Zastrow, Chapter 6  
Continue Faces of Poverty

**Week 5: February 25 – March 1**

- 2/25 Guest Speaker: Child Protective Services  
2/27 Film: "The Burning Bed" (Domestic Violence)  
3/1 Film: "The Burning Bed" (continued)  
**READING:** Zastrow, Chapter 13  
Complete Faces of Poverty

**Week 6: March 4 - 8**

- 3/4 Guest Speaker: Domestic Violence  
3/6 Guest Speaker: Domestic Violence

3/8 Paper on Faces of Poverty Due March 6  
Discussion Groups. Examination Review.

**Week 7: March 11 - 15**

3/11 **FIRST MIDTERM EXAMINATION**  
3/13 Guest Speaker: Youth Problems and Services  
3/15 Guest Speaker: Youth Problems and Services  
**READING:** Zastrow, Chapter 9  
Begin There Are No Children Here

**LAST DAY TO DROP CLASSES: MARCH 11**

**Week 8: March 25 - 29**

3/25 Guest Speaker: Adult Corrections  
3/27 Guest Speaker: Aging and Related Services  
3/29 Discussion Groups  
**READING:** Zastrow, Chapter 14  
Continue There Are No Children Here

**Week 9: April 1 - 5**

4/1 Videotape: "An Appointment with Death"  
4/3 Guest Speaker: Alcoholism and Chemical Dependency  
4/5 Guest Speaker: UM Self Over Substance Program  
**READING:** Zastrow, Chapter 8  
Continue There Are No Children Here

**Week 10: April 8 - 12**

4/8 Human Diversity and Oppressed Populations  
4/10 Human Diversity and Oppressed Populations (cont)  
4/12 Discussion Groups  
**READING:** Zastrow, Chapter 12  
Continue There Are No Children Here

**Week 11: April 15 - 19**

4/15 Human Diversity and Oppressed Populations  
4/17 Human Diversity and Oppressed Populations; Examination Review  
4/19 **SECOND MIDTERM EXAMINATION**  
**READING:** Complete There Are No Children Here

**Week 12: April 22 - 26**

- 4/22 Guest Speaker: Physical and Mental Disabilities  
4/24 Guest Speaker: Mental Health Services  
PAPER ON There Are No Children Here DUE April 24  
4/26 Discussion Groups  
**READING:** Zastrow, Chapters 16, 5

**Week 13: April 29 - May 3**

- 4/30 Social Welfare in the International Context  
5/2 Film: "Becoming American" (Hmong Refugees)  
5/4 Social Work Practice and the Social Work Profession  
**READING:** Zastrow, Chapters 15, 2, 3

**Week 14: May 6 - 10**

- 5/7 Social Work Practice and the Social Work Profession  
5/9 Examination Review, Course Evaluations  
5/11 **THIRD MIDTERM EXAMINATION**

**GUIDELINES FOR BOOK REVIEW PAPERS**

Papers must be no more than 3-4 typed, double-spaced pages. They 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.) Finally you should be aware that assistance with writing is available through the Writing Laboratory in the Liberal Arts Building 109.

On neither paper will you 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 **PAPER #1**: coherence, logic, and writing quality.

*Berrick, Jill Duerr*

**Faces of Poverty: Portraits of Women and Children on Welfare**

*Through the five detailed case studies, the author presents what I consider to be a relatively balanced view of AFDC recipients. Within the details of these cases, probably both liberals and conservatives will find information that confirms their pre-existing views about AFDC recipients and public assistance in America. First, provide an introductory paragraph describing your task in completing this essay. Then, regardless of what your views may have been before enrolling in this course, carefully consider the content of this book and respond to the following questions.*

- 1. Reflecting back over the book as a whole, discuss your reaction to the content presented. Regardless of whether or not you "liked" the book, what did you learn from it?*
- 2. Consider your views about AFDC and public assistance ("welfare") prior to enrollment in SW 100 and prior to reading this book. Discuss the impact (or lack thereof) of the book on your views.*
- 3. These case studies provide us with an overview of a welfare system with which virtually no one, liberal or conservative, was satisfied. Yet it is clear there are many individuals in our country--particularly women, children, and members of ethnic and racial minority groups--who are in great need. Present a thoughtful, well-reasoned discussion of what you personally believe needs to occur in the United States in order to more effectively deal with the problems our public welfare system is supposed to address. In view of the reading from Ehrenreich's Nickel and Dime, you might wish to consider how realistic it is to expect welfare mothers to "work" their way out of poverty.*
- 4. Finish with a concluding paragraph providing a summation of your essay and any "grand conclusions" or final points.*

**DUE: WEDNESDAY, MARCH 6**  
*(Late papers will be penalized 3 points  
for each day beyond the due date.)*  
**50 POINTS POSSIBLE**

**PAPER #2:**

***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, APRIL 24**  
*(Late papers will be penalized 3 points  
for each day beyond the due date.)*  
**50 POINTS POSSIBLE**