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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
Spring Semester, 2002
10-11 a.m.; Rankin Hall, 202

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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.*

TEXTS

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

Parent, Marc. *Turning Stones*. (New York, NY: Fawcett Columbia 1998).

Kozol, Jonathan. *Savage Inequalities*. (New York, NY: Harper Perrenial, 1992).

CLASS SCHEDULE/ASSIGNED READINGS

Week 1: January 28 – February 1

Introduction: Course Content, Requirements

Social Welfare: Definition, History and Basic Concepts

Readings: Zastrow, Chapter 1
Begin Savage Inequalities

Week 2: February 4 – 8

Social Welfare: Definition, History and Basic Concepts

2/8 Class discussion groups

Reading: Continue Savage Inequalities

Week 3: February 11 – 15

2/11 *Social Welfare: Definition, History and Basic Concepts*

2/13 *Guest Speaker: Child Protective Services*

2/15 *Public Welfare and Poverty*

Reading: Zastrow, Chapter 4

“Evaluation” final chapter in Barbara Ehrenreich, *Nickel and Dimed* (New York: Metropolitan Books, 2001, pp. 193-221).

Continue: Savage Inequalities

Week 4: February 18 – 22

2/18 HOLIDAY

2/20 Public Welfare and Poverty

2/22 Class discussion

Reading: Zastrow, Chapter 4

Finish, *Savage Inequalities*

Week 5: February 25 – March 1

2/25 Family Services and Child Welfare

2/27 Family Services and Child Welfare

3/1 Guest Speaker: Youth Problems and Services

Reading: Zastrow, Chapter 6

Week 6: March 4 – 8

3/4 Film: *The Burning Bed*

Paper on Savage Inequalities, due March 4

3/6 Film: *The Burning Bed*

3/8 Class Discussion Groups/Review for Examination

Week 7: March 11 – 15

3/11 In-class examination: True-False, Multiple Choice, Essay's

3/13 Guest Speaker: Youth Problems and Services

3/15 Youth Problems & Services

Reading: Zastrow, Chapter 9

Begin: Turning Stones

Week 8: March 18 – 22

SPRING BREAK

Week 9: March 25 – 29

3/25 Problems in Education and School Social Work

3/27 Guest Speaker: School Social Work

3/29 Aging and Related Services

Readings: Zastrow, Chapters 10 & 14

Continue, Turning Stones

Week 10: April 1 – 5

4/1 Videotape: “An Appointment with Death”

4/3 Drug Abuse and Drug Treatment Programs

4/5 Guest Speaker: UM Self Over Substance Program

Readings: Zastrow, Chapter 8

Continue, Turning Stones

- Week 11: April 8 – 12**
 4/8 Human Diversity and Oppressed Populations
 4/10 Guest Speaker: Human Diversity and Oppressed Populations
 4/12 Class discussion groups: Examination Review
Readings: Zastrow, Chapter 12
Continue Turning Stones
- Week 12: April 15 – 19**
 4/15 In-class examination: True/False, Multiple Choice and Essay's
 4/17 Physical and Mental Disabilities
 4/19 Emotional and Behavioral Problems
Readings: Zastrow, Chapters 16 & 5
Finish, Turning Stones
- Week 13: April 22 – 26**
 4/22 Speaker: Mental Health Services
 4/24 Health Problems and Medical Social Services
 4/26 Class discussion groups
Readings: Zastrow, Chapters 16, 15
- Week 14: April 29 – May 3**
 4/29, 5/1 The Social Work Profession, Social Work Practice
 5/3 Social Problems and The Environment
 Paper on Turning Stones due May 3rd
Readings: Zastrow, Chapters 2 & 3
- Week 15: May 6 – 10**
 5/6 Social Problems and The Environment
 5/8 Guest Speaker: Sustainability
 5/10 Review for Final Examination
 Course Evaluation

Final Examination: Tuesday, May 14 at 10-12. A summative examination over semester content, largely essay.

CLASS ATTENDANCE AND PARTICIPATION

Class meets Monday, Wednesday, and Friday 10-11. 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.

DISCUSSION PAPERS

Two essay papers are required:

March 4 . . . paper on Savage Inequalities

May 3 . . . paper on Turning Stones

These papers, 3 – 5 pages in length, must be typewritten. 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 basis--coherence, logic, and writing quality.

EXAMINATIONS

*Two in-class examinations are required: **March 11 and April 15***

Final Examination is required, May 14

GRADING

	<u>points</u>
<i>Paper on <u>Savage Inequalities</u></i>	<i>100</i>
<i>In-class examination March 11</i>	<i>100</i>
<i>In-class examination April 15</i>	<i>100</i>
<i>Paper on <u>Turning Stones</u></i>	<i>100</i>
<i>Final Examination, May 14</i>	<i><u>200</u></i>
<i>Total points possible</i>	<i>600</i>