

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Fall 9-1-2001

SW 100.02: Introduction to Social Welfare

John C. Spores

University of Montana - Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Spores, John C., "SW 100.02: Introduction to Social Welfare" (2001). *Syllabi*. 6547.

<https://scholarworks.umt.edu/syllabi/6547>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

SOCIAL WORK 100:2
INTRODUCTION TO SOCIAL WELFARE
3 Credits
Fall Semester, 2001

John Spores
21 Rankin Hall
243-5792
Office Hours:
1-3 TuTh,
2-3 MWF & by appt.

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 (October 15), 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 most alternate Fridays (September 14, 28; October 12, 26; November 9, 30) 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 October 10. A second paper discussing There Are No Children Here will be due November 26. 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 papers, discussion group participation, and examinations. Particularly effective contribution to class discussions will be considered in assigning final grades.

Points:

Reaction/Analysis Paper #1 (October 10)	50
First Midterm Examination (October 15).	100
Second Midterm Examination (November 16)	100
Reaction/Analysis Paper #2 (November 26)	50
Third Midterm Examination (December 14)	100
Discussion Group Attendance	<u>30</u>

POSSIBLE POINTS

430

CLASS SCHEDULE AND ASSIGNED READINGS

Week 1: September 4 - 7

9/5,7 Introduction: Course Content, Requirements, and Logistics
Social Welfare: Definition, History, and Basic
Concepts
READING: Zastrow, Chapter 1
Begin Faces of Poverty

Week 2: September 10 - 14

9/10,12 Social Welfare: Definition, History, and Basic
Concepts
9/14 Discussion Groups
READING: Continue Faces of Poverty

Week 3: September 17 - 21

9/17 Social Welfare: Definition, History, and Basic Concepts
9/19, 21 Public Welfare and Poverty
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. RESERVE BOOK ROOM.
Continue Faces of Poverty

Week 4: September 24 - 28

9/24, 26 Family Services and Child Welfare
9/28 Discussion Groups
READING: Zastrow, Chapter 6
Continue Faces of Poverty

Week 5: October 1 - 5

10/1 Guest Speaker: Child Protective Services
10/3 Film: "The Burning Bed" (Domestic Violence)
10/5 Film: "The Burning Bed" (continued)
READING: Zastrow, Chapter 13
Complete Faces of Poverty

Week 6: October 8 - 12

10/8 Guest Speaker: Domestic Violence

- 10/10 Guest Speaker: Domestic Violence
Paper on Faces of Poverty Due October 10
10/12 Discussion Groups. Examination Review.

Week 7: October 15 - 19

- 10/15 FIRST MIDTERM EXAMINATION**
10/17 Guest Speaker: Youth Problems and Services
10/19 Guest Speaker: Youth Problems and Services
READING: Zastrow, Chapter 9
Begin There Are No Children Here

LAST DAY TO DROP CLASSES: OCTOBER 15

Week 8: October 22 - 26

- 10/22 Guest Speaker: Adult Corrections
10/24 Guest Speaker: Aging and Related Services
10/26 Discussion Groups
READING: Zastrow, Chapter 14
Continue There Are No Children Here

Week 9: October 29 - November 2

- 10/29 Videotape: "An Appointment with Death"
10/31 Guest Speaker: Alcoholism and Chemical Dependency
11/2 Guest Speaker: UM Self Over Substance Program
READING: Zastrow, Chapter 8
Continue There Are No Children Here

Week 10: November 5 - 9

- 11/5 Human Diversity and Oppressed Populations
11/7 Human Diversity and Oppressed Populations (cont)
11/9 Discussion Groups
READING: Zastrow, Chapter 12
Continue There Are No Children Here

Week 11: November 12 - 16

- 11/13 NO CLASS, VETERAN'S DAY
11/14 Human Diversity and Oppressed Populations; Examination Review
11/16 **SECOND MIDTERM EXAMINATION**

READING: Complete There Are No Children Here

Week 12: November 19 - 23

11/19 Guest Speaker: Physical and Mental Disabilities
11/21 ,23 **NO CLASS, THANKSGIVING BREAK**
READING: Zastrow, Chapters 16, 5

Week 13: November 26 - 30

11/26 Guest Speaker: Mental Health Services
PAPER ON THERE ARE NO CHILDREN HERE DUE NOVEMBER 26
11/28 Social Welfare in the International Context
11/30 Discussion Groups

Week 14: December 3 - 7

12/3 Film: "Becoming American" (Hmong Refugees)
12/5,7 Social Work Practice and the Social Work Profession
READING: Zastrow, Chapters 15, 2, 3

Week 15: December 10 - 14

12/10 Social Work Practice and the Social Work Profession
12/12 Examination Review, Course Evaluations
12/14 **THIRD MIDTERM EXAMINATION**

GUIDELINES FOR BOOK REVIEW PAPERS

Papers should be 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.

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.

SOCIAL WORK 100
Fall 2001
Spores
Page 7

PAPER #1:

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 Dimed, 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, OCTOBER 10
(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, NOVEMBER 26
(Late papers will be penalized 3 points
for each day beyond the due date.)
50 POINTS POSSIBLE