

Lewis-Clark State College- Coeur d'Alene
SW 320: History of Social Welfare
Fall 2009 - 3 Semester Hours Credit
The class meets in HP 215 on Tuesdays 9:00 – 11:30

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Office Hours: Wednesday and Friday mornings. Other times by appointment

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its' students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and a strengths based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

I. COURSE DESCRIPTION AND OVERVIEW

This course presents a historical review of the development of social welfare in this country from colonial times to the present. Within that context, social welfare is explored relative to economic, political, social, religious, and philosophical developments. This course examines this country's responses to social welfare concerns through pragmatic efforts involving both social treatment and social control. The approach is topical and selective, rather than strictly chronological and comprehensive. Cross listed with HIST 320. Pre-requisite: ENG 102

II. PURPOSE OF THE COURSE IN THE CURRICULUM

Students will gain an understanding and appreciation of the historical development of social welfare in this country from colonial times to the present. Through critical analysis and review of the country's responses to social welfare concerns involving social treatment and social control, students will gain the understanding and knowledge to be able to implement and use their knowledge in policy analysis, development, advocacy, and social justice.

III. COURSE OBJECTIVES

Course Objectives:

Upon completion of this course, students will be able to:

1. Understand the historic roots of poverty and the historic efforts to respond to poverty as a social problem.
2. Understand how the biological, psychological, social and spiritual viewpoints of decision makers historically influence policies affecting populations at-risk.

3. Understand the historical development of social welfare as an institution and the impact of that development on the social work profession and the delivery of social services.
4. Assess the ways in which racism, sexism, ageism and other forms of discrimination and prejudice have influenced responses to social welfare needs of at-risk populations and the results of social injustice.
5. Be able to identify important leaders within specific movements toward social reform and articulate the enduring influences of these leaders.
6. Utilize historical responses to social welfare concerns in order to evaluate/analyze modern reactions to similar issues.
7. Be briefly introduced to social welfare policy formation by previewing historical and present-day policies. This introduction will be a foundation for a more in-depth understanding of policy practice that is the substance of SW 340 - Social Welfare Policy.

IV. TEXTS AND REQUIRED READING

REQUIRED:

1. Jansson, B. S. (2009). *The reluctant welfare state: American social welfare policies: Past, present, and future* (6th ed.). Thomson: Brooks/Cole. Belmont, CA
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

V. TEACHING METHODS/CLASS CLIMATE

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Use of cell phones and laptops/computers:

Cell phones should be turned "off," set for "all off," or "vibrate" during class. If you must answer a call, please step outside the room so you won't disturb the students around you. It is permissible to use laptops/computers for note taking during class lectures/discussions, but not during exams. In addition, it is considered rude and unprofessional behavior to use the computer for other than taking notes during lecture/discussion periods. Use of the Internet, checking Emails, MySpace, Facebook, playing computer games or other non-class related

activities during class, means you are not “present” for the class and therefore you will be marked as absent, losing the 5 points for lack of participation.

Disabilities:

The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Disability Services at 792-2211. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

Shared Client And Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

SPECIAL ACCOMMODATION:

If you need course adaptations or accommodations because of a disability, if you have a medical condition that will effect your performance or attendance, if you need special arrangements in case the building must be evacuated, please share that with me during the first week of class.

Call me at 292-2678 or Email me at jrseaman@lcmail.lcsc.edu

VI. Class Assignments and Grading Procedures

Deadline for Submission of Class Assignments

Classroom assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.

Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests will not be accepted. On the rare occasion of a medical, personal, or family emergency, the student may request permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Grade will automatically be reduced by 10% per day. No extra credit points are given.

Illness and emergencies can occur on occasion. For this reason, emergencies can be accommodated so that you will not lose all the points for an assignment or exam, but there will be reductions in the total points you can earn. Rather than giving a zero for missing a paper or exam, there are ways to regain most of the points. When circumstances prevent you from taking an exam on time, there is a 10% deduction from you total score for taking the exam late. If you are more than a few days late taking an exam, your professor has to write a make-up exam so arrangements will have to be made to take this exam. There is a 10 point deduction from your score for taking a make-up exam.

In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 5 workdays of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no make up work.

Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. Students should have 75% of the course work completed in order to qualify for an incomplete. It is the responsibility of the student to request, in writing an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, including summer session. Students who fail to complete the required work by the agreed upon date, will be assigned a grade of “F”.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**** In addition to action by the professor, all incidents will be reported to Student the Director of the Social Work Program.**

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 font preferably Times New Romans style.

Note: The efforts you make to increase your writing skills will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

A. Student evaluations in this course consists of three major areas:

1. Exams which are noted in the Class Schedule.
2. Written assignments
3. Classroom participation. See explanation below.

1. Exams: There will be an exam on any content in each chapter assigned in the text as well as any information provided in class. These exams will be in-class, closed-book exams. The number of points for any given exam will vary depending on the complexity of the chapter and on the type of exam (brief answer or objective).

2. A. Final exam. There MAY be a final exam for this class which will consist of selected questions taken from chapter exams earlier in the course.

2. B. Link for Mini-Assignment:

<http://www.ocap.ca/lyrics.html>

Using the above link, read the lyrics for one song of your choice taken from this link and write a brief paragraph of 1) why those lyrics are relevant for an issue being discussed during the course, 2) what content of the lyrics call attention to an issue that needs to be addressed from a policy perspective, and 3) what ways, if any, do the lyrics suggest be done about the issue.

3. Classroom participation: 5 points can be lost for failing to participate in any given class. Participation requires being present in the classroom during the whole class session, being prepared for class, and answering questions based upon the readings. If you are not present at whatever time roll is called, you will be counted as absent.

Participation is included in your evaluation for two important reasons: **One**, when you are not present, the class is diminished by not having your ideas, your presence, and/or your influence on our thinking. **Two**, being in class also expresses your interest in the class and your ability to conduct yourself in a professional manner.

Participation also exemplifies your commitment to the work to be done and your professionalism which is so important to your future employers. **Three**, research on class attendance and employment has shown that your attendance in class is highly correlated with your attendance on the job. As a professional program, Social Work faculty must make assessments about your readiness to enter the field at the professional level.

A Further Note About Class Attendance: The student is expected to attend all class sessions for this course. If greater than 30% of the classes are missed, the grade for the course becomes and automatic “F.”

Calculation of Grades

Because of the variety of assignments and exams, no extra credit points are given.

Please note: You can always determine your ongoing grades in the course by the formula your professor uses:

Total points earned/total points possible = %

Calculation of Final Grade

Assessment of the quality and quantity of student work will be made on the basis of the exams, class participation and any other assignments made during the course. The total scores will be determined as a percentage of the total points available as follows:

95-100% = A
90-94% = A-
85-89% = B+
80-84% = B
75-79% = C+
70-74% = C
65-69% = C-
60-64% = D
Below 60% = F

Class Schedule
Subject to change, and it probably will

Date	In-Class the student should:
Tuesday Aug 26	1. Introduction to the course 2. Review of the syllabus 3. Q. and A.
Tuesday Sept 2	1. Be prepared to discuss chapters 1. and 2. in the text. Ch. 1: 5th ed.: Social reform in a society with conflicting tendencies 6th ed.: The Symbiotic and Uneasy Relationship between clients, social workers, and the welfare state. Ch. 2: 5th ed.: A framework for understanding the evolution of the reluctant welfare state. 6th ed.: making the American welfare state more humane – past, present, and future.
Tuesday Sept 9	1. Complete discussion of Chapters 1 and 2.
Tuesday Sep 16 - Exam	Exam on chapters 1 and 2. 1. Discussion of chapter 3. Fashioning a new society in the wilderness.
Tuesday Sept 23	1. Discussion of Chapter 4. Social welfare policy in the early republic.
Tuesday Sept 30 -	1.. Discussion of Chapter 5. Lost opportunities: the frontier, the Civil War, and Industrialization. 2. Film: Orphan Train
Tuesday Oct 7 -	2. Discussion of Chapter 6: Social reform in the progressive era. Film: Iron Jawed Women
Tuesday Oct 14	NO CLASS: Professor in Lewiston for meetings
Tuesday Oct 21 - Exam	1. Exam on Chapters 3, 4, 5, 6 and Orphan Train
Tuesday Oct 28	1. Be prepared to discuss chapters 7.and 8 on the New Deal in the 5th edition But only Ch. 7 in the 6th edition . Social policy to address the worst economic catastrophe in U.S. history
Tuesday Nov 4	1. Be prepared to discuss Ch. 9 in the 5th edition And Ch. 8 in the 6th edition
Tuesday Nov 11 - Exam	Exam: 5th edition chapters 7, 8, 9 6th edition chapters 7 and 8
Tuesday Nov 18	1. Be prepared to discuss: 5 th edition Ch. 10

	6 th edition Ch. 9
Tuesday Nov 27	Happy Thanksgiving Break
Tuesday Dec 2	1. Discussion of 5 th edition chapter 14 6 th edition chapter 13
Tuesday Dec 9	Exam on chapters