

SW #: 320: HISTORY OF SOCIAL WELFARE IN THE UNITED STATES
3 Semester Hours

Lewis-Clark State College
Social Work Program

SW320.Christenson.Fa09
Revised 4/09

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Location: SPH#278

Term: Fall 2009; Monday 12-1:15pm & Blackboard

Room: SAC 108

Office Hours: Monday: 9-12; Wednesday: 9-11:30 & 1:30-3:30; and 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.

Note: Last day to add class(es) or to drop without "W" grade on transcript is 9-4-2009. Last day to withdraw from class(es) or college for the semester is 10-30-2009. Last day to apply for graduation (Spring 2010- all degrees/certificates) is 10-01-09.

COURSE DESCRIPTION

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

I. INTRODUCTION AND OVERVIEW

Social Work 320 is the second course in the Social Welfare Policy sequence at Lewis-Clark State College. This course and the previous course SW 140/240 serve as the foundations for the next course in the policy sequence, SW 340 - Social Policy.

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. PROGRAM GOALS/COURSE OBJECTIVES

This Course Addresses the Following Program Goals

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
3. Practice without discrimination and with knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and policies.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Function within the structure of the organizations and service delivery systems and seek necessary organizational change.

Course Objectives:

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

1. Understand the historic roots of poverty and the historic efforts to respond to poverty as a social problem. (PO 1, 2, 3, 5)
2. Understand how the biological, psychological, social and spiritual viewpoints of decision makers historically influence policies affecting populations at-risk. (PO 4, 5)
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. (PO 2, 4, 5, 6, 7)
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. (PO 1, 2, 4, 5, 12)
5. Be able to identify important leaders within specific movements toward social reform and articulate the enduring influences of these leaders. (PO 2, 8, 7)
6. Utilize historical responses to social welfare concerns in order to evaluate/analyze modern reactions to similar issues. (PO 8, 9)
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. (PO 8, 12)

IV. TEXTS AND REQUIRED READING**REQUIRED:**

1. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.
2. Jansson, B. S. (2009). *The reluctant welfare state: American social welfare policies: Past, present, and future* (6th ed.). Thomson: Brooks/Cole. Belmont, CA.

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.

Disabilities:

The Americans with Disabilities Act of 1990 requires that the College 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 Student Life, Room 111, Reid Centennial Hall. 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.

VI. CLASS ASSIGNMENTS AND GRADING PROCEDURES

1. There will be four exams throughout the semester: The exams will be in-class, closed-book exams. The exams will be a mixture of multiple choice, essay, and short answers at the discretion of the instructor. Exams will be facilitated in class or on the Blackboard E-Learning System at the discretion of the instructor.
2. There will be bi-weekly online Class Discussions through the Blackboard E-Learning System.
3. Social Welfare Term Paper: Students will identify and select a political or policy issue from the news media or on-line that addresses a diverse cultural group that is of interest to them. It might be national, state, such as something currently being considered by the Idaho Legislature or it might be a local issue. Write about that political or policy issue in terms of what we are discussing in class.

The elements of the paper will include:

- a. A description of that political or policy issue. For example, what is the issue? Is it a new issue, something that has recently arisen or is it an old issue that never got resolved? (5 points)
 - b. How does it address a diverse cultural group? (5 points)
 - c. Why it is of interest to you? (5 points)
 - d. How does this issue have an impact on social welfare, social justice or the delivery of social services? (5 points)
 - e. How does it relate to this course's content/discussions? (5 points)
 - f. What are your opinions and conclusions? (5 points)
- Your paper will have the following format:
- g. It will consist of at least eight pages. (5 points) You may include any additional material you wish but that is not required.
 - h. Written in APA format, typed, 12 font, Time New Roman font and double spaced, citing all sources used for the paper in correct APA format. (5 points)

Due 12-3

All reference material must be from "peer" reviewed scholarly journals, edited books, official government documents, or reliable agency and organizational reports and

documents approved by the instructor. Newspapers, internet sites such as Wikipedia, and non “peer” reviewed reference material will not be accepted for assignments and will be returned to the student without a grade.

VII. Grading:

Assessment of the quality and quantity of student work will be made on the basis of the exams, the term paper and class participation and any other assignments made.

Grades based on:

<u>Assignments</u>	<u># Points Possible</u>	<u>Course Objectives</u>
a) 4 Exams: (10 points each)	40 points possible	#1-7
b) 8 Online Discussions	20 points possible	#1-7
b) Term Paper	40 points possible	#6,7
Total Possible Points	100 Points Possible	

Grading Scale

A= 90-100 points

B = 80-89 points

C =70-79 points

D = 60-69 points

F = 59 & Below

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.
2. 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 write a letter of explanation requesting 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.
3. 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 7 days 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.
4. 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.
5. Extra-Credit: This credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

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. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term and to complete, with the instructor, the University required, *Petition for Incomplete Grade*. 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, excluding summer session. Students who do not complete the *Petition for Incomplete Grade*, or who fail to complete the required work, will be assigned a grade of "F".

Academic Honesty and Plagiarism**

Part of the mission of Lewis-Clark State College 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 Affairs.**

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 Times New Romans style.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make 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.

* Recommended for 140/240/241. Required for all others.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

Policy Regarding GPA

Social work majors must achieve a C- in all required social work courses. In the event that a student does not achieve at least a C- in the course, they will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

VIII. TENTATIVE CLASS SCHEDULE

Course Outline:

Session 1: 8-24

- Topics:** * Introduction/Course Syllabus **CO# 3**
* Class expectations
* Introduction to the history of social welfare in the United States
- Readings:** * Jansson, Chapter 1
- Assignments:** * Explore topics for your term paper
- Activity:** * Video: Hatred in America
* Small and large group discussions
* Complete Module 1 through Blackboard by 9-14
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Session 2: 8-31

- Topics:** * A framework for understanding the evolution of the reluctant welfare state **CO#3,5**
- Readings:** * Jansson, Chapter 2
- Assignments:** * Explore topics for your term paper and complete topic proposal (Due 9-18)
- Activity:** * Lecture, small and large group discussions & video
* Complete Module 1 through Blackboard by 9-14
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Session 3: 9-14

- Topics:** * Fashioning a new society in the wilderness **CO#1**
- Readings:** * Jansson, Chapter 3
- Assignments:** * **Topic proposal due 9-18**
- Activity:** * Lecture, small and large group discussions & Video
* Complete Module 2 through Blackboard by 9-28
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Session 4: 9-21

- Topics:** * Social welfare policy in the early Republic **CO#3**
- Readings:** * Jansson, Chapter 4
- Assignments:** * Study for Exam #1
- Activity:** * Video: Slavery in America
* Complete Module 2 through Blackboard by 9-28
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Session 5: 9-28

- Topics:** * Lost opportunities: The frontier, the Civil War, and Industrialization **CO#3**
- Readings:** * Jansson, Chapter 5
- Activity:** * **Exam #1 (In Class)**
* Complete Module 3 through Blackboard by 10-5
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Session 6: 10-5

- Topics:** * Social reform in the Progressive Era **CO#1,2,3,4,5**
- Readings:** * Jansson, Chapter 6

- Assignments:** * Study for Exam #2
Activity: * Lecture, small and large group discussions
* Complete Module 3 through Blackboard by 10-5
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Session 7: 10-12

- Topics:** * The early stages of the New Deal **CO# 1,2,3,4,5**
Readings: * Jansson, Chapter 7
Activity: * **Exam #2 (Online)**
* Complete Module 4 through Blackboard by 10-19
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Session 8: 10-19

- Topics:** * Institutionalizing the New Deal **CO#3,4,5**
Readings: * Jansson, Chapter 8
Activity: * Lecture, Small and large group discussions & Video
* Complete Module 4 through Blackboard by 10-19
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Session 9: 10-26

- Topics:** * The era of Federal social services: The new frontier and the Great Society **CO# 1,2,3**
Readings: * Jansson, Chapter 9
Assignments: * Study for Exam #3
Activity: * Small and large group discussions & Video
* Complete Module 5 through Blackboard by 11-2
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Session 10: 11-02 **Note: There will be no class meeting this week.**

- Topics:** * The Paradoxical Era: 1968-1980 **CO#3,4,5**
Readings: * Jansson, Chapter 10
Activity: * **Exam #3 (Online)**
* Complete Module 5 through Blackboard by 11-2
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Session 11: 11-9

- Topics:** * The conservative counterrevolution in the era of Reagan and Bush **CO#5,6,7**
Readings: * Jansson, Chapter 11
Activity: * Small and large group discussions
* Complete Module 6 through Blackboard by 11-30
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Session 12: 11-16

- Topics:** * Reluctance illustrated: Policy uncertainty during the Clinton administration **CO#5,6,7**
Readings: * Jansson, Chapter 12
Activity: * Lecture & Small and large group discussions & Video
* Complete Module 6 through Blackboard by 11-30
* Video
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Week of November 23: Thanksgiving Break: No Classes

Session 13: 11-30

- Topics:** * Bush's quest for realignment **CO#5,6,7**
Readings: * Jansson, Chapter 13
Activity: * Lecture, Small and large group discussions

Session 14: 12-7

- Topics:** * Why has the American welfare state been reluctant-and what can we do about it? **CO#4,5,6,7**
- Readings:** * Jansson, Chapter 14
- Assignments:** * Study for Exam #4
* **Term Paper Due 12-3**
- Activity:** * Lecture, Small and large group discussions
* Complete Module 7 through Blackboard by 12-11
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Session 15: 12-11-Blackboard

- Topics:** * Course de-briefing & evaluation **CO#5-7**
- Activity:** * **Exam #4 on Blackboard**
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VII. ATTENDANCE POLICY

Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and **will** result in the reduction of your final grade by 1 (one) letter grade.

VIII. FINAL EXAMINATION POLICY

There is no final exam in this course.

IX. BIBLIOGRAPHY

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Bibliography used for SW 320

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