SW290 Syllabus

NC STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

SW 290: The Development of Social Welfare and Social Work in the U.S.
Fall, 2011
Distance Education

Course Syllabus

Instructor: Susie Mallard Barnes, MSW
Email: susie_barnes@ncsu.edu
Office: 1911 Bldg, 202A
Office Hours: T,W,F 10-2
Phone: (w) 513-7955

TA: TBA

Course Description
Review of the major policy and program developments in American social welfare and
the emergence and development of professional social work. Emphasis will be on the
socio-cultural context of policy and programs, and the ideas and ideals that shape social
welfare. In addition, the basic elements of social policy development will be considered.
This course provides the history, mission, philosophy, and evolution of social welfare
policies and services that form the foundation of social welfare, particularly as they relate
to poverty, racism, and efforts to address the needs of oppressed and marginalized
populations.

Course Rationale
The purpose of this course is to build on SW201 (Community Social Services) by helping
students gain an understanding and critical perspective on the development of social
systems and social policy in the United States. It provides the background necessary for
subsequent social work courses: the direct practice skills in SW320 (Practice I) and
SW405 (Practice II), and the community practice skills in SW408 (Practice III). As such,

BSW Program Mission Statement
Consistent with the mission of the University and EPAS (2008) requirements for the
Council of Social Work Education, the Baccalaureate Social Work Program’s mission is
to prepare students for entry-level professional generalist throughout urban and rural
areas of North Carolina, a state that is striving to accommodate the needs of a growing
and diverse populace. It is the program’s vision that graduates will possess the
knowledge, values, and skills to respond competently. 1.) to the service needs of
diverse client populations and 2.) to the contexts that shape the needs of clients and
service delivery systems throughout the state. Further, graduates are expected to
promote human and social well being through the provision of social work services that
advance human rights and social and economic justice and contribute to the
empowerment of people/groups that experience oppression and discrimination.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Explain the foundations of social welfare and the social work profession and its
historical evolution, including social, political, cultural, and economic forces.
(2.1.1)
2. Articulate how this evolution has impacted current US social welfare policy and the various strategies used to address economic and social problems. (2.1.9)
3. Identify the role of social work as an emerging profession on the development and implementation of social welfare policies and programs. (2.1.5).
4. Critically assess the character and social purposes of American social welfare and how they relate to social work ethics and values. (2.1.2)
5. Build the capacities of group decision-making skills (2.1.8)
6. Demonstrate and apply knowledge, values and skills of the social work profession. (2.1.2, 2.1.4, 2.1.5)
7. Demonstrate knowledge of how diversity variables, such as race and ethnicity, gender, age and sexual orientation affect the helping relationship, especially with populations at risk. (2.1.4, 2.1.5)
8. Critically analyze how social work services enhance the individual and social well being of people, to promote social and economic justice, and advance human rights. (2.1.3)

Practice Behaviors and Outcome Measures
EPS 2.1.1 Identify as a professional social worker and conduct oneself accordingly.
- Develop an identification with the profession of social work and conduct oneself accordingly (if planning to major in social work). Learning module assignments, movies response papers, group work
- Assess one’s strengths and weaknesses as a potential professional social worker. Learning module assignments, group work
- Advocate for consumer access to social work services. Learning module assignments

EPS 2.1.2 Apply social work ethical principles to guide professional practice.
- Recognize and manage personal values so that professional values guide practice. Learning module assignments, group work

EPS 2.1.3 Apply critical thinking to inform and communicate professional judgments. Major paper, learning module assignments

EPS 2.1.4 Engage diversity and difference in practice.
- Understand the forms and mechanisms of social oppression. Assignments related to the readings, learning module assignments, group work, movies response papers, and major paper
- Recognize personal biases and values to manage their influence in working with diverse groups. Learning module assignments, group work

EPS 2.1.5 Advance human rights and social and economic justice
- Engage in social work practice that advances social and economic justice. Learning module assignments

EPS 2.1.6 Engage in research-informed practice and practice-informed research
- Use research evidence to inform practice. Major paper
EPS 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Analyze and assess the major elements in the establishment and development of the profession of social work. 

EPS 2.1.9 Respond to contexts that shape practice.
- Continuously discover, appraise, and attend to contextual changes.

Required Text

Additional Readings
- Historical Perspectives on Social Welfare in the Black Community
- Social Welfare History Group
- Jane Addams Hull-House Museum
- E-reserve readings

Course Expectations
All assignments are due at 9:00 a.m. on the due date. Materials in the course are presented through lectures, class discussion, videos, small group work, online modules, and illustrative exercises. Students are responsible for all materials presented. Class time will be structured to meet the outlined course objectives. Students’ input, feedback, and comments will be met with respect and in the and in the spirit of acceptance. Students will be kept abreast of progress in the course through formal feedback on quizzes, assignments, and informal comments from the instructor. Students may also schedule a meeting to discuss progress, receive advisement on achieving full learning potential, or any other issue related to the course.

Students with Disabilities
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. [http://www.ncsu.edu/provost/offices/affirm_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/)

For more information on NC State’s policy on working with students with disabilities, please see [http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

Students who believe that they need this service are encouraged to contact Disability Services.
Confidentiality
Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion boards outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues throughout the course are encouraged to talk with the instructor about available support. Confidentiality, within the above specified limitations, is guaranteed between the student and faculty member.

Academic Integrity Policy
The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Violations of academic integrity will result in a failing grade for the assignment (and possibly the course) and will be reported to the department head.

Violations include:
- Plagiarism, which means representing another’s ideas, writings, words, and/or work as one’s own without proper acknowledgement;
- Obtaining another person’s assistance on academic work you are expected to complete independently
- Giving assistance to another student on work that individual is expected to complete independently;
- Reporting false data in support of fieldwork.

If the instructor suspects plagiarism or cheating, the student may be asked to produce any or all of the following: notes, outlines, rough drafts, copies of specific pages from sources, and/or complete sources. All incidents of plagiarism will be reported to the Office of Student Conduct.

Consult the following website for further details: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97–100</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59-0</td>
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Late Assignments

Assignments are due at 9:00 a.m. on their due date. Assignments submitted after that time may be marked down by five (5) percent for each day or portion of a day. Group work assignments will receive a zero if not turned in on time.
Communication
Please use the forum (discussion board) on the Moodle website to facilitate communications that will interest the entire class, such as questions about assignments, class location, etc. For a personal correspondence with the instructor, please use email or telephone. Email is checked at least once daily on weekdays. You can access the course website at https://moodle.wolfware.ncsu.edu.

Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Modules (group or individual assignments)</td>
<td>14 @ 5 pts each</td>
<td>70%</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8, 2.1.9</td>
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<tr>
<td>African American Pioneers Readings &amp; Quizzes</td>
<td>10 points</td>
<td>10%</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8, 2.1.9</td>
</tr>
<tr>
<td>Survey/Survey Graphic Term Paper</td>
<td>20 pts</td>
<td>20%</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8, 2.1.9</td>
</tr>
</tbody>
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**Survey/Survey Graphic/Survey Mid-Monthly Article Review Paper**
There will be an article discussion paper. I have reserved many articles from the Survey (the oldest American social work journal) on e-reserve. You will sign up for the article of your choice. (First come – first serve.) Each student must choose a UNIQUE comparison article. It is your responsibility to post your article title so that others are informed. You will find a contemporary article (less than 10 years old) from a social work (or related field) PEER REVIEWED PROFESSIONAL journal, which discusses the same subject. You will write a short (5-7 pages) paper comparing the two articles, relating the ideas from each to the course text. You will need to discuss content, tone, authorship, and the historical context in your analysis and comparison. Proper adherence to APA Style is required. Papers will be submitted electronically. Students who choose an inappropriate source will receive an F for this assignment.

**Online Instruction Modules**
These will not be conducted in “real time”, so you may work at your convenience, being mindful of due dates. Some of the modules are to be completed individually, and some are in your group. Some modules have more than one component. Make sure that you complete all parts of an assignment in order to receive full credit. For example, a module may include a discussion board assignment AND an individual assignment.

**Film Reaction Papers**
Some of the weeks include film papers. Several films will be shown in this course. They are available online. Each student will write a very short (1-2 pages) reaction paper for each film. Please discuss your impressions of the film, and relate it to the course text(s) for the week. Papers that simply summarize the movie will receive no credit.

**Group Work**
Group work is used heavily in this course. You are responsible not only to yourself, but also to the group. For this reason, failure to participate in a group assignment will result in a zero for the assignment.
## SW290 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>DUE</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro</td>
<td>8/22</td>
<td>Jansson, Ch. 1-2 Introductions &amp; Survey Article Signup</td>
</tr>
<tr>
<td>2</td>
<td>Past, Present, &amp; Future</td>
<td>8/29</td>
<td>VIDEO: Legacies of Social Change Jansson, Ch.1-2 Assignment</td>
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<tr>
<td>3</td>
<td>New Society in the Wilderness</td>
<td>9/5</td>
<td>Jansson, Ch. 3 Assignment</td>
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<tr>
<td>4</td>
<td>Early Republic</td>
<td>9/12</td>
<td>Jansson, Ch. 4 Assignment</td>
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<tr>
<td>5</td>
<td>Frontier, Civil War, &amp; Industrialization</td>
<td>9/19</td>
<td>Jansson, Ch. 5 Assignment</td>
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<tr>
<td>6</td>
<td>Progressive Era</td>
<td>9/26</td>
<td>Jansson, Ch. 6 Jane Addams Quiz &amp; Discussion Board Assignment</td>
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<tr>
<td>7</td>
<td>Progressive Era, Cont’d African American Pioneers</td>
<td>10/3</td>
<td>African American Pioneers Readings &amp; Quizzes (10 points)</td>
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<tr>
<td>8</td>
<td>The Great Depression</td>
<td>10/10</td>
<td>VIDEO: Breadline Jansson, Ch. 7 Assignment</td>
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<tr>
<td>9</td>
<td>The New Deal</td>
<td>10/17</td>
<td>Jansson, Ch. 8 Assignment</td>
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<tr>
<td>10</td>
<td>Social Work &amp; The Civil Rights Movement</td>
<td>10/24</td>
<td>VIDEO: Emmitt Till Reading TBA Assignment</td>
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<tr>
<td>11</td>
<td>Paradoxical Era</td>
<td>10/31</td>
<td>Jansson, Ch. 9 Assignment</td>
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<tr>
<td>12</td>
<td>Conservative Counterrevolution</td>
<td>11/7</td>
<td>Jansson, Ch. 10 Assignment</td>
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<tr>
<td>13</td>
<td>Clinton Days of Reluctance Cont’d</td>
<td>11/14</td>
<td>Jansson, Ch. 11 Assignment</td>
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<tr>
<td>14</td>
<td>Bush’s New Agenda</td>
<td>11/21</td>
<td>Jansson, Ch. 12 Assignment</td>
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<tr>
<td>15</td>
<td>Obama’s Social Policies</td>
<td>11/28</td>
<td>Readings TBA Assignment</td>
</tr>
<tr>
<td>16</td>
<td>The Future of Social Welfare</td>
<td>12/5</td>
<td>Jansson, Chs. 13 &amp; 14 Assignment Class Evaluations</td>
</tr>
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