

The Ohio State University  
College of Social Work  
Social Work 220

**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office Hours:**

**Class times:**

2 hours, 18 min

twice a week

**Class location:**

**Offered:** AU, WI, SP QTRS

**COURSE TITLE: Introduction to Social Welfare**

**FOUNDATION AREA: Social Science: Human, Natural, and Economic Resources GEC**

**CREDITS: 5**

**LEVEL: (U)**

**PREREQUISITE: None**

**COURSE DESCRIPTION**

This course provides an introduction to the history, structure, and function of the social welfare institution. Students will examine the nature and causes of social problems, explore the influence of societal values and beliefs on the social welfare system, consider issues of diversity and discrimination, and explore their own values and beliefs related to social welfare issues. Topical areas include aging, criminal justice, poverty and homelessness, mental illness, health care, substance abuse, and the welfare of families.

Social Work 220 satisfies the Social Science-Human, Natural, and Economic Resources area of the General Education Curriculum (GEC). It strives to address the following:

**Social Science – Human, Natural, and Economic Resources:**

Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resources use.

## COURSE LEARNING OUTCOMES

1. Demonstrate knowledge of the history and development of social welfare and social services in the United States.
2. Identify the role of current federal and state social policy in the delivery of social services.
3. Demonstrate knowledge and understanding of ideologies, values and ethics that form the foundation of social services.
4. Identify the financial, organizational and administrative structures that influence the delivery of social services.
5. Demonstrate knowledge of the fields of practice and populations served in social services.
6. Identify and discuss forms and mechanisms of poverty, oppression and discrimination and how these impact social services.
7. Demonstrate an understanding of human diversity issues in the development and delivery of social services with emphasis on empowering at-risk and vulnerable populations.

**Required Text:** Segal, E. (2010). *Social Welfare Policy and Social Programs: A Values Perspective*. (2<sup>nd</sup> Ed). Belmont, CA: Brooks/Cole.

(\*) Additional Required Readings Available on E-Reserve via Carmen.

### Methods of Instruction:

Methods of instruction will include lecture, discussion, films and guest speakers. Students are encouraged to ask questions or share pertinent experiences during lectures. To the degree that large lecture sessions can be interactive and still cover essential course content, students are strongly encouraged to relate lecture material to relevant practical situations and/or provide information from personal experience or outside readings. Classroom experiences are designed to enhance the student's ability to think critically about concepts and apply learned principles.

### Specific Expectations:

1. Students are expected to attend all lectures.
2. Students are expected to complete assigned readings prior to class meetings and participate in an informed and relevant fashion.
3. Students are responsible for all assigned readings, including vocabulary, whether or not they are discussed in class.
4. Students are responsible for all lecture materials, including any announcements notifying students of exam schedule changes, regardless of whether or not they are in class.
5. Written assignments are expected to be turned in on the specified due dates. Written assignments must be carefully edited. Clarity of expression, logical organization and grammar are considered in the evaluation of written material. Students are expected to use the standards of writing set forth in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*.

## COLLEGE AND UNIVERSITY POLICIES

### Method of Course Evaluation by Students: (SEI)

Evaluation of courses and instructors by students constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the standardized SEI form and with written comments.

### College Incomplete Policy:

"I" (Incomplete) course grades will be considered only in relation to emergency and/or hardship situations, and a request for such a grade option must be discussed with the instructor prior to final exam week. A deadline date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

### Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp) . This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

## Students with Disabilities:

**This publication/material is available in alternative formats upon request at [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu). Please contact Brenda Davidson (MSW Office), 300-E Stillman Hall, 292-7684 regarding services through the Office for Disability Services.**

### Assignments and Class Policies

Course grades will be determined according to the following:

Written Assignment	60 points
Midterm	60 points
Final Exam	60 points
Attendance	20 points

Grading scale:

A	186 – 200	C+	154 – 159	E	0 - 119
A-	180 – 185	C	146 - 153		
B+	174 – 179	C-	140 - 145		
B	166 - 173	D+	134 - 139		
B-	160 – 165	D	120 - 133		

**Midterm (60 points):** In class 60-item multiple choice exam. Scheduled for: Week 5

**Final Exam (60 points):** In class 60-item multiple choice exam. Includes only material covered since the midterm. Scheduled for: Finals Week

**Written Assignment (60 points):** 6 – 8 page paper; topic to be determined by instructor. Due Week 7

**Attendance (20 points):** Students are expected to attend each class. Attendance is worth 20 points of the total course grade. Points may be deducted if a student comes in late or leaves early.

## **Social Work 220: Introduction to Social Welfare**

### **WEEKLY COURSE OUTLINE AND READING ASSIGNMENTS**

#### **Week One**

- Introduction to Course Requirements and Expectations
- What is Social Welfare?
- Why Do We Have a Social Welfare System?
- Approaches to the Provision of Social Welfare
- The Impact of Conflicting Values and Beliefs on Social Welfare Policies
- Identifying Your Own Values and Beliefs Regarding Social Welfare

**Readings:** Text, Chapter 1

#### **Week Two**

- Historical Foundations of Social Welfare in America
  - Colonial Period
  - Pre-Civil War Period
  - Civil War and Postwar Period
  - Progressive Era
  - The Great Depression and the New Deal
  - World War II and the Postwar Era
  - Social Reform
  - Retrenchment
  - The New Century

**Readings:** Text, Chapter 2

#### **Week Three**

- Conceptual Foundations of Social Welfare
  - Ideologies of the Social Welfare System
  - Theories of the Evolution of the Social Welfare System
  - Paradigms of the Social Welfare System
- The Delivery of Social Welfare Services
  - The Professionalization of Social Welfare Services
    - History of Social Work, Charity Organization Societies, Settlement Movement
  - Public and Private Providers
    - Federal, State, and Local Government Roles
    - Private Non-Profit and For-Profit Agencies
  - Forms of Social Welfare Assistance
    - Social Insurance, Cash Assistance, In-Kind Benefits, Vouchers, Entitlement, Social Investment, Economic Development
  - Conflicting Values and Beliefs

**Readings:** Text, Chapters 3 & 4

#### **Week Four**

- Social Justice and Civil Rights
  - Barriers to Social Justice and Civil Rights
  - The Constitution: Cornerstone of Civil Rights
  - The History of Voting Rights in the United States
  - Protection from Discrimination and Oppression
  
- The Dynamics of Social Policy Development

**Readings:** Text, Chapters 5 & 6

#### **Week Five**

- Social Insurance
  - History of Social Security
  - The Purpose of the Social Security Act
  - The Future of Social Security
  - Conflicting Values and Beliefs
  
- **Midterm (Covers Chapters 1 – 7)**

**Readings:** Text, Chapter 7

#### **Week Six**

- Poverty and Inequality
  - Defining Poverty and Economic Need
  - Who are the Poor?
  - Antipoverty Policies and Programs
    - TANF, SSI, EITC, Minimum Wage, Food Stamps, WIC, Public Housing
  - Conflicting Values and Beliefs
  
- Economics, Employment, Budgets, and Taxes
  - Ideological Differences Between Social Work and Economics
  - Key Economic Concepts
  - Impact of Federal Budget on Social Welfare Policy
  - Corporate America
  - Changes in the Workforce
  - Housing and Mortgages
  - Conflicting Values and Beliefs
  
- Video: “The 51st State: America's Working Poor.” (2007)  
"While poverty has traditionally been a problem only for the unemployed, a new demographic of Americans has emerged--the working poor. This program explores the disturbing realities that many people in low-wage jobs face every day--such as having to decide whether to pay the rent, buy groceries, or see a doctor. Viewers will learn how standards of living are often measured, how suburban areas have fostered a particular type of economic hardship, and how welfare-to-work programs have, at times, led to more resistant poverty. The film also draws connections between America's immigration challenges and the swelling numbers of working poor." (57mins.)

**Readings:** Text, Chapter 8 & 9

## Week Seven

- **Written Assignment Due In Class**
  
- Children and Families
  - The Child Welfare System
  - Historical Development of Child and Family Policy
  - Federal Programs Providing Aid and Services to Children and Families
    - Income Assistance, Food and Nutrition, Health Care, Child Protective Services, Education
  - Emerging Social Concerns
  - Conflicting Values and Beliefs
  
- Video: "Aging Out"
  - "The film follows young people as they exit foster care and become parents, battle drug addiction, face homelessness, and even end up in jail. Despite their struggles, the film also shows these teenagers using the resiliency they developed during their years "in the system" to take control of their lives. It also forces us to consider the strengths and weaknesses of the public systems that serve these youth."

**Readings:** Text, Chapter 10

## Week Eight

- Health Care Policy
  - Overview of Health Care Policy in the United States
  - Overview of Mental Health Care Policy in the United States
  - Major Health Programs
    - Medicare, Medicaid, SCHIP, Immunization, Disability Insurance, SSI, Community Mental Health Centers
  - Current Needs and Policy Issues
    - Lack of Health Insurance Coverage, High Cost of Medical Care, Managed Care
  - Emerging Health Concerns
    - HIV and AIDS, Alcohol and Illegal Drugs, Alzheimer's Disease, Diabetes, Health Needs of Veterans
  - Conflicting Values and Beliefs
  
- **Video:** "The Politics of Addiction" (2003).

"The story of how America meets the challenge of translating what scientists, doctors, counselors, and recovering addicts have learned into rational public policy is complex and sometimes contradictory. In this DVD, Bill Moyers examines Arizona's struggle to find an alternative to established drug-related policies through its Proposition 200, The Drug Medicalization, Prevention, and Control Act of 1996." (57 mins).

**Readings:** Text, Chapter 11

## Week Nine

- Aging and Social Welfare Policy
  - History of Social Welfare Policies Related to Aging
  - Services for Promoting and Protecting Elderly People
    - Older Americans Act, Protective Services for Elderly People, Age Discrimination in Employment Act
  - Financial Security
    - SSI, Social Security, Pensions, Private Savings, Employment after Retirement
  - Health Care for an Aging Population
    - Health Expenses, Medicare, Long Term Care, Medicaid, Caregiving
  - Political Power
  - Conflicting Values and Beliefs
  
- **Video:** Can You Afford to Retire? (2006)

"The baby boomer generation is headed for a shock as it hits retirement: boomers will be long on life expectancy but short on income. In addition to Social Security, the pillars of retirement income for Americans have been either lifetime corporate pensions or employee-contribution plans such as 401Ks. But both retirement strategies are in trouble. Buffeted by pension cuts, corporate bankruptcies, and the stock market crash, most boomers now expect to be working into their retirement years." (60 mins)
  
- Crime and Criminal Justice as a Social Welfare Issue
  - Conservative, Liberal, and Radical Perspectives
  - Definitions and Statistics
  - Control, Cultural, and Social Victim Theories
  - Historical Perspectives
    - Prisons – The First Reform, Sentencing and Parole, Probation, Delinquency and Juvenile Court, Criminal Justice Reform
  - Current Issues
    - Diversion, Intermediate Sanctions, Abandoning Rehabilitation, Victim-Offender Mediation

**Readings:** Text, Chapter 12; and (\*) Chapter 11 in Popple, P., & Leighninger, L. (2008). *Social Work, Social Welfare, and American Society* (7<sup>th</sup> Ed). Boston: Allyn & Bacon.

## Week Ten

- United States Social Welfare Policies and International Comparisons
  - Forced Relocation and Enslavement
  - Immigrants and Refugees
  - Globalization
  - Border Policies between Mexico and the United States
  - How Does United States Social Welfare Policy Compare with Other Nations?
  
- The Impact of Social Welfare Policy
  - The Power of Social Welfare Policy
    - Racial and Gender Discrimination, Securing Retirement, Ensuring Public Safety, Providing Public Education
  - How Does Social Welfare Policy Change
    - How Laws Are Made, Executive Orders, Judicial Process, State and



#### Local Governance

- Policy Practice
  - Voting, Advocacy, Lobbying, Letter Writing, Town Halls
- Developing Social Welfare Policies that Promote Social Justice

**Readings:** Text, Chapters 13 &14

**Final Exam: (finals week). Includes all material covered since the midterm.**

#### ADDITIONAL RESOURCES (not required)

Bowie, S.L. (2004). Navigating the concrete jungle: African American children and adolescents in urban public housing developments. In Dulmus, C.D., & Sowers, K.M. (Eds.), *How institutions are shaping the future of our children: For better or for worse?* New York: Haworth.

Bullock, H.E., & Wyche, K., & Williams, W. (2001). Media images of the poor. *Journal of Social Sciences*, 57, 229-246.

Buzzanell, P., & Liu, M. (2007). It's give and take: Maternity leave as a conflict management process. *Human Relations*, 60(3), 463-495.

Cnaan, R.A., & Boddie, S.C. (2002). Charitable choice and faith-based welfare: A call for social work. *Social Work*, 47, 224-235.

Cuddy, A.J.C., Norton, M.I., & Fiske, S.T. (2005). This Old Stereotype: The Pervasiveness and Persistence of the Elderly Stereotype. *Journal of Social Issues*, 61(2), 267-285.

DiNitto, D.M. (2005). *Social welfare: Politics and public policy* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.

Goldstein, H. (2000). Social welfare: The original mission of social work. *Families in Society*, 81, 533-555.

Hagen, J.L. (2000). Critical perspectives on social welfare: Challenges and controversies. *Families in Society*, 81, 555-556.

Karger, H.J., & Stoesz, D. (2006). *American social welfare policy: A pluralist approach* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

Lens, V. (2002). TANF: What went wrong and what to do next. *Social Work*, 47, 279-290.

Liu, W.M., Hernandez, J., Mahmood, A., & Stinson, R. (2006). *Linking Poverty, Classism, and Racism in Mental Health: Overcoming Barriers to Multicultural Competency*.

Marx, J.D. (2004). *Social welfare: The American partnership*. Boston: Allyn & Bacon

- Nicholas, G., & JeanBaptiste, V. (2001). Experiences of women on public assistance. *Journal of Social Sciences*, 57, 299-309.
- Orleck, J.J., A. (2007). What if poor women ran their own antipoverty programs? *AFFILIA: The Journal of Women in Social Work*, 22(1), 116-119.
- Schulz, J.H., & Gorin, S. (2005). Let's not gamble with Social Security. *Health and Social Work*, 30(1), 75.
- Seocombe, K. (2007). *So you think I drive a Cadillac? Welfare recipients' perspectives on the system and its reform*. Boston, MA: Pearson/Allyn & Bacon.
- Shankar, J., & Collyer, F. (2004). Welfare reform and its impact on the employment prospects of individuals with psychiatric disabilities. *Journal of Social Work in Disability and Rehabilitation*, 3(4), 19-44.
- Van Leeuwen, J. (2004). Reaching the hard to reach: Innovative housing for homeless youth through strategic partnerships. *Child Welfare*, 83(5), 453-468.
- Van Wormer, K. (2006). *Introduction to social welfare and social work: The U.S. in Global Perspective*. Thompson Brooks/Cole, CA.
- Walklate, S. (2005). Imagining the Crime Victim: The Rhetoric of Victimhood as a Source of Oppression. *Social Justice*, 32(1(99)), 89-99.
- Wilson, G. (2000). Race, class, and support for egalitarian statism among the African American middle class. *Journal of Sociology and Social Welfare*, 27(3), 75-91.
- Zelvin, E., Barber, J., Coleman, B., & Guy, P. (2002). Legalization of drugs: Perspectives from the United States, United Kingdom, and Australia. *Journal of Social Work Practice in the Addictions*, 2, 137-144.