SYLLABUS

This course is designed as an introduction to the origin, development and present status of social welfare programs with particular emphasis on the relationship of program resources, human needs and the methods through which services are provided.

Course Objectives:

Upon completing this course you should be able to:

1. To identify the social, economic and political forces which have shaped the evolution of modern social welfare in the United States and to place social welfare in a broad, historical context.

2. To identify current social welfare programs that address specified target populations.

3. To identify the important ideologies, beliefs and values which have been expressed in social welfare.

4. To acquaint the student with the history and current issues of the social work profession.

Learning Outcomes

Upon completing this course, you should be able to:

1. Describe the various social welfare programs that provide assistance to those in need.

2. Describe how different ideological perspectives impact social welfare policies.

3. Identify how social, economic and political forces impact social welfare.

4. Describe the history of the social work profession.

Notice to Students with Disabilities

Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc), please contact the Services for Students with Disabilities Office, located in Driftwood 101 at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.
Policies

1. Academic Advising: The college of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203 E, and can be reached at 825-3466.

2. Academic Dishonesty is representing another person’s ideas as your own. Academic dishonesty will not be tolerated. It is expected that ideas and information used in your paper which are not part of your personal experiences will be appropriately referenced. Violations of academic integrity will result in automatic failure of this course, and referral to the proper university officials. Academic dishonesty includes: handing in another’s work or part of another’s work as your own, turning in the same or similar papers for two different classes, presenting a group project as your work solely, purchasing or otherwise obtaining research or papers written by another turning that work in as your own. Using unauthorized notes, tests or other study aids or copying another student’s answers for an examination also constitutes academic dishonesty.

3. Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriated academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and number of days allowed for completing the steps in the process, see University Rule 13.02.99C2, Student grade appeal procedures. These documents can be accessed through the University Rules Web site at http://www.tamucc.edu/provost/university-rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

4. Classroom/professional behavior. TAMUCC, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either(a) the instructor’s ability to conduct the class or (b)the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outline in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

5. Attendance: All students are expected to attend and participate in class. Roll will be taken.
REQUIRED TEXTS:

GRADES:
Four exams 80%
Group presentation and written report 20%
Extra credit for perfect attendance 10 pts.

Exams will cover both readings and class material. All students are expected to attend and participate in class. Roll will be taken.

COURSE REQUIREMENTS:
Each student will choose a social welfare topic and make a GROUP PRESENTATION to the class. You will work as a group and each student will give an oral presentation to the class of approximately 10 minutes. The purpose is to encourage your interest in the area of social welfare institutions/social work. General areas to report on can include: Children & Families, Mental Health, Health Care, Domestic Violence, Immigration, Welfare Reform, Poverty, Homelessness. In your research you will want to highlight the legislation that was significant in the welfare topic you have chosen.

In addition, each student will complete a short paper on the topic they have chosen for their group project. Each student’s paper will reflect their individual research. The written report should be typewritten and be between 6-8 pages in length using APA style. Papers will be due April 28th. Papers turned in after this date will have a maximum grade of 80.

APPROACHES TO SOCIAL WELFARE

ASSIGNMENTS:

January 12 - Introduction to Course
January 17 - Competing Perspectives, Ch. 1
January 19 - Competing Perspectives, Ch. 1
January 24 - Social Welfare, Ch. 2
January 26 - Social Welfare, Ch. 2
January 31 - Social Work as a Profession, Ch. 3
February 2 - Social Work as a Profession, Ch. 3
February 7 - Generalist Practice, Ch. 4
February 9 - EXAM I
February 14 - Responses to Human Diversity, Ch. 5
February 16 - Responses to Human Diversity, Ch. 5
February 21 - Poverty, the Central Concept, Ch. 7
February 23 - Nature and Causes of Poverty, Ch. 8
February 28 - Nature and Causes of Poverty, Ch. 8
March 1 - Development of Anti-Poverty Programs, Ch. 9
March 6 - EXAM II
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<td>March 8</td>
<td>Health Care, Ch. 12</td>
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<td>March 29</td>
<td>Aging, Ch. 15</td>
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<td><strong>EXAM III</strong></td>
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<td>April 17</td>
<td>Religion &amp; Social Work, Ch. 6</td>
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<td>April 24</td>
<td>Crime &amp; Criminal Justice, Ch. 11</td>
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<td>April 26</td>
<td>Crime &amp; Criminal Justice, Ch. 11 (PAPERS DUE)</td>
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<td>May 1</td>
<td>Housing, Homelessness and Community Development, Ch. 14</td>
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