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. Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamu.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

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. This includes no texting or talking on cell phones.

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

6. Classroom Etiquette: Please turn off your cell phones, silence and turn off all I pods before class begins. No texting while in class. Laptops are permitted but are to be used for class purposes only.

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. Students will be expected to work together as a group in organizing and presenting the topic 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 29th. Papers turned in after this date will have a maximum grade of 80.
ASSIGNMENTS:

January 23 - Introduction to Course
January 30 - Competing Perspectives, Ch. 1
February 4  - Competing Perspectives, Ch. 1
February 6  - Social Welfare, Ch. 2
February 11 - Social Welfare, Ch. 2
February 13 - Social Work as a Profession, Ch. 3
February 18 - Social Work as a Profession, Ch. 3
February 20 - EXAM I
February 25 - Generalist Practice, Ch. 4
February 27 - Responses to Human Diversity, Ch. 5
March 4    - Responses to Human Diversity, Ch. 5
March 6    - Poverty, the Central Concept, Ch. 7
March 20   - Nature and Causes of Poverty, Ch. 8
March 25   - Nature and Causes of Poverty, Ch. 8
March 27   - EXAM II
April 1    - Health Care, Ch. 12
April 3    - Health Care, Ch. 12
April 8    - Mental Health, Ch 13
April 10   - Aging, Ch. 15
April 15   - Aging, Ch 15
April 17   - Development of Anti-poverty programs, Ch. 9
April 22   - EXAM III
April 24   - Child Welfare, Ch. 10
April 29   - Child Welfare, Ch. 10, PAPERS DUE
May 1      - Crime and Criminal Justice, Ch. 11
May 6      - Housing, Homelessness and Community Development, Ch 14
May 13     - FINAL EXAM