

Salt Lake Community College Course Curriculum Outline

Final Approval Date (date approved by Faculty Senate & Provost): 04/05/2010	
School: HU = Humanities	Division Code: XSBS Department Code: SWK
Action: Select Action	
If this is a change, what is being changed? Transfer to the new course curriculum outline.	
Rationale for Action: change or addition of course	
Faculty Contact: Mequette M. Sorensen	
Date Submitted: 03/03/2010	
Semester of Implementation: Select One	Year of Implementation: Select One

Course Basics:

Course Prefix: **SW** Course #: **2650**

Abbreviated Course Title: **Social Welfare Policy**

Full Course Title: Social Welfare Policy

Course Description: Students will examine the development of social welfare policies and programs in the United States as well as legislation that sanctions social services programs.

Course Student Learning Outcomes (SLOs):	Related College-Wide Student Learning Outcome(s)
Students will gain substantive knowledge of the political and economic forces influencing social welfare policies and programs and their effects on social work practice. Students will gain substantive knowledge in the value systems that have influenced the US treatment and care of the poor, disenfranchised, discriminated and oppressed.	1,2,4
Students will communicate effectively both orally and in writing their understanding of the development of social policy, the impact of social policy on society and the advantages and disadvantages of social policies.	1,2,4,5

Students will interpret information represented in data, graphs, tables and statistics to gain an overview of the effects of social policies and programs.	2,3,4
Students will demonstrate critical thinking skills such as analysis of effectiveness social policies in meeting social welfare needs and the identification of plausible values, attitudes and/or reasons for the development of social policies and programs in the past, the present and the future.	2,4
Students will gain the knowledge to evaluate the effectiveness of social welfare policies and programs in meeting social welfare needs thus, providing them with skills and understanding to work professionally and constructively in a social work practice.	1,2,4,5

Prerequisite(s): NONE

Corequisite(s): NONE

Cross-listing(s):

Equivalent Course(s):

Credit Hours: 3 to

Billable Hours: 3 to

Lecture Hours: 3 to

Lab Hours: to

Other Hours: to

Total Contact Hours: 3 to

Repeat Code: Select One

Repeat Limit:

Course Details:

Semester(s) Offered: All

GenEd Designation(s): (if applicable) (if applicable) *if selected, fill out attachment A.

Study Abroad Designation: No * if yes, fill out attachment B.

Service Learning Designation: No *if yes, apply through Thayne Center.

CTE course: V = Vocational (CTE) course

Course Level: UG = Undergraduate (if applicable) (if applicable)

Is this course only offered for CEUs? Select Yes or No

Default Grading Mode: S = Standard Letter

Other Grading Mode(s): (if applicable) (if applicable) (if applicable) (if applicable)

Schedule Type(s): Select One (if applicable) (if applicable) Other (Please Specify)
Instructional Method(s): Select One (if applicable) (if applicable) (if applicable)

Registration Restrictions:

Is this a transfer course? Yes

Articulation & Transfer Information:

Course Fees:

Course fee(s): Select Yes or No

Amount(s): \$

Rationale:

** NOTE: Approval of this course does not automatically ensure approval of the course fees. Course fees are reviewed each November by the Executive Cabinet.

Impact:

Impact on hosting department: The necessary costs to train and teach the course.

Impact on other programs/departments: A social work required course in the Social Work program.

Special Instructions (content, pedagogy, assessment strategies, etc.):

Representative Syllabus (include as a separate document):

Please include a representative syllabus for the course. An actual syllabus used by a faculty member teaching this course is strongly preferred. Save the file using the filename "CCO XXXX ##### Syllabus.doc" where xxxx ##### is the course prefix and number.

NOTE: Save this Course Curriculum Outline using the filename "CCO XXXX #####.doc"

SALT LAKE COMMUNITY COLLEGE
Department of Social Work
SW 2650
SOCIAL WELFARE POLICY

Instructor: Mequette M. Sorensen, M.S.W., C.S.W.
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Required Texts: *The Reluctant Welfare State, 6th Edition*
by Bruce. S. Jansson

Course Description

This is an introductory level course that will examine the United States' response to the needs of the poor, disenfranchised, discriminated, and oppressed people of this country. Students will explore values and attitudes as well as the political and economic forces that have brought about particular social welfare policies and programs during our history. At first we will explore the value systems that have influenced commonly held views of poor and minority groups and how these views influenced our treatment and care of social needs. How has history, morality, and values influenced this treatment? Next, we will examine social welfare programs and institutions developed during critical times of need in the United States. Finally, the course will review how political climates have influenced policymaking decisions.

Learning Outcomes:

The primary goal of SW 2650 is to provide the student historical background regarding the United States' response to the needs of the poor, disenfranchised, discriminated, and oppressed of this country in order to accurately examine the effectiveness of social welfare policies and programs. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

SW 2650 Learning Outcomes: At the end of this course students should be able to:

- Demonstrate substantive knowledge of the political and economic forces influencing social welfare policies and programs.

- Demonstrate substantive knowledge in the value systems that have influenced the US treatment and care of the poor, disenfranchised, discriminated and oppressed.
- Demonstrate substantive knowledge in the effects of policy on social work practice.

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively.

SW 2650 Learning Outcome: At the end of this course students should be able to:

- Communicate effectively both orally and in writing their understanding of the development of social policy, the impact of social policy on society and the advantages and disadvantages of social policies.
- Communicate effectively both orally and in writing their understanding of social policy and its effects upon the population.

SLCC Learning Outcome #3: Upon successful completion of any program, students should develop quantitative literacies necessary for their chosen field of study:

SW 1010 Learning Outcome: At the end of this course students should be able to:

- Interpret information represented in data, graphs, tables, and statistics to gain an overview of the effects of social policies and programs.

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically.

SW 1010 Learning Outcome: At the end of this course students should be able to:

- Demonstrate key aspects of critical thinking in the analysis of the effectiveness and lack of effectiveness in past and current social policies and programs.
- Demonstrate key aspects of critical thinking in the examination of plausible values, attitudes and/or reasons for the development of social policies and programs in the past, the present and the future.

SLCC Learning Outcome #5: Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

SW 1010 Learning Outcome: At the end of this course students should be able to:

- Have knowledge in the evaluation of the effectiveness of social welfare policies and programs that will be needed in working with others in a professional and constructive manner in a social work practice.

Methodology:

Because learning involves not only the acquisition of facts and information, but the examination of one's prior knowledge, possible misconceptions and personal experience the format of this class will be largely lecture and open discussion. Students will be assigned weekly readings and will be expected to keep current with readings in order to participate effectively in the class discussions.

The instructor will create an open environment friendly to disclosure of thoughts, ideas, and opinions. Class assignments and tests will be developed to meet the various objectives listed in the learning objectives section of this syllabus. Guest speakers may be used to further develop substantive knowledge in order to better evaluate effective social policy and social programs. This is a history course.

Course Requirements:

Examinations: There will be two examinations in the course. Each exam will be based on assigned readings, lectures, class discussions, videos and other class activities.

Current Events Individual Presentation: An individual presentation will be made to the class. The presentation must be comprised of a discussion of a social policy and its effect upon the population.

Group Presentation: Class will be divided into groups comprised of 4-6 students. Each individual group will further separate into two smaller groups: an affirmative (pro) and a negative (con) team. Each group will choose a social issue and develop a presentation addressing both sides of the issue, impact on society, costs to implement, etc. Each presentation must be at least 20 minutes long and not to exceed 30 minutes. It is expected each student will participate in the presentation in an informed and educated dialog. Creativity is rewarded with this exercise.

Essay: Students will prepare a 1 page paper about their experience as part of the group presentation process.

Legislative Session: This very brief paper will describe your reaction to the legislative session you attended. A reaction paper is an intellectual response in which you discuss your thoughts, feelings and observations taking into account any social, economic, educational or political influences that you have gained through lecture, readings and/or guest speakers.

Social Policy Paper: Each student will identify and examine a past or current social welfare policy. Students will discuss in their paper the following areas: 1) a description of and reason for the population targeted; 2) accurate and documented research of various positions regarding the policy; 3) student's own position and recommendation on the policy and 4) costs to implement the policy. This paper should be 5-7 pages in length. A bibliography consisting of all references is required and should be attached on a separate page that does not count as of page of the text.

Other Useful Information:

Final Grades – The final grade will be calculated according to how many points you receive on your in-class quizzes, group assignments, case study reviews, midterm assignment and final examination.

Help – You can contact me via email at Mequette.sorensen@slcc.edu. I will reply as soon as I can and offer you the assistance you request. You can also contact me at 801.957.4455

Writing Expectations – It is expected that all assignments, papers and essays will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product must be written in a 12-point font, double-spaced with one inch margins on all sides. When applicable each product should follow MLA or APA guidelines. **No handwritten assignments will be accepted.**

Late Assignments – If you fail to turn in an assignment on time, it will be graded at 50% of the total score.

Accommodations for Students with Disabilities – *Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957-4947 or by email: linda.bennett@slcc.edu*

Classroom Rules

1. Personal comments can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal comments made in class will be **respected**, in the event of sensitive matter will be held in confidence by students and should not be repeated outside of the classroom.
2. Self-disclosure that is not applicable to the specific discussion is not appropriate in an educational setting and is discouraged by the instructor.
3. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, feelings and opinions will be respected.
4. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
5. Ringing cell phones, beeping pagers, and text messaging is not permissible during class. Please be respectful of myself and others and turn off all your communicative devices.

Grading: Grades will be based upon the following criteria:

Current Events Presentation	10 points
Group Presentation	50 points
Legislative Session	20 points
Exam # 1	50 points
Exam # 2	50 points
Essay (1 page)	15 points
Social Policy Paper	100 points
Participation	20 points

Total:315 points

315 - 284 = A
 283 - 226 = B
 225 - 157 = C
 157 - 94 = D
 Below 94 = E

Course Outline and Required Readings

While I make every effort to keep on schedule, we sometimes have to be flexible.

Week 1 (Aug 26)

Introduction
 The Symbiotic and Uneasy Relationship between Clients, Social Workers and the Welfare State
 Jansson: Chapters 1
 Explanation of Syllabus and Assignments
 Branches of Government
 Legislating/Bills
 Federal Budget
 Taxation
 Advocacy

Week 2 – (Aug 31 and Sep 2)

Making the American Welfare State More Humane
 Fashioning a New Society in the Wilderness
 Jansson: Chapters 2 & 3

Week 3 (Sep 9)

Social Welfare Policy in the Early Republic
 Jansson: Chapter 4

Week 4 (Sept 14-16)

Lost Opportunities
 Social Reform in the Progressive Era
 Jansson: Chapters 5 & 6

Week 5 (Sept 21 - 23)

Social Policy to Address the Worst Economic Catastrophe in U.S. History

The Era of Federal Social Services

Jansson: Chapter 7 & 8

Guest Speaker: Celeste Eggert, The Road Home

Week 6 – Sept 28-30

Current Events Presentations

Week 7 (Oct 5-7):

The Era of Federal Social Services (cont)

Exam #1 (Oct 7)

Week 8 (Oct 12-14):

Guest Speaker: Celeste Egert, The Road Home

Week 9 (Oct 19-21):

The Paradoxical Era

Jansson: Chapter 9

Week 10 (Oct 16-28):

The Conservative Counterrevolution in the Era of Reagan and Bush, Sr.

Jansson: Chapter 10

Essay Paper due

Week 11 (Nov 2-4):

Reluctance Illustrated

Jansson: Chapter 11

Week 12 (Nov 9-11):

Bush's Quest for Realignment

Jansson: Chapter 12

Week 13 (Nov 16-18):

Why has the American Welfare State Been Reluctant

Jansson: Chapter 13

Week 14 (Nov 23-25):

Jansson: Chapter 14 Using Knowledge of the Evolution of the American Welfare State to Improve Your Professional Practice

Week 15 (Nov 30, Dec 2):

Exam #2 Nov 30

Exercise

Week 16 (Dec 7-9):

Group Presentations

Final Social Policy Paper due