

COURSE APPROVAL DOCUMENT  
Southeast Missouri State University

**Department:** Social Work  
**Course No.** SW 205  
**Title of Course;** Introduction to Social Welfare Policy  
**Date:** 03/27/17  
Revision

**I. Catalog Description (Credit Hours of Course)**

This course surveys the history of social welfare policy, services, and the social work profession in the U.S. (3 credit hours)

**II. Co- or Prerequisite(s):** None

**III. Purpose or Objectives of the Course (optional)**

This course examines the history of social welfare policy, services and the social work profession. Students will gain a basic understanding of how to link traditional, direct social work practice the policy and advocacy components of the profession with the purpose of influencing policy formulation to seek organizational and service system change.

**IV. Course Learning Outcomes (Minimum of 3)**

- A. Think critically about issues related to social welfare program, policies and practices through understanding the historical evolution of social welfare including issues of dependency deviancy, empowerment, oppression, and “worthy and unworthy” as well as conflicting ideas about the role of government in providing for citizens, and the transition from charity to professional work.
- B. Describe the major historical events that shaped the development of the American social welfare policies and programs.
- C. Critically reflect upon the impact of social welfare policy on clients, service providers, and organizations with a focus on diverse and underserved populations.
- D. Identify the competing societal values and beliefs which influence the development of social welfare policies and programs in the U.S.

**V. Name of Faculty Qualified to Teach the Proposed Course:**

- A. Cathy McElderry
- B. MSW Prepared faculty

**VI. Course Content or Outline (Indicate number of class hours per unit or section)**

- A. Colonial Period 6
  - 1. English Poor Laws
  - 2. Act for the Relief of the Poor
  - 3. Act of Settlement
  - 4. Protestant Work Ethic
  - 5. Charity and indoor relief

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<b>B. Pre-Civil War Period</b>	<b>4</b>
1. Temperance Movement	
2. Abolitionist Movement	
3. Industrialization	
4. Institutions: almshouse, asylums, orphanages, workhouses, etc.	
5. Child Saving	
<b>C. Civil War Period</b>	<b>2</b>
1. Welfare of Soldiers and Veterans	
2. Emancipation Proclamation	
<b>D. Post Civil War Period</b>	<b>5</b>
1. Population Changes	
2. Naturalization of Citizenship	
3. Welfare of Soldiers and Veterans	
4. Charity Organization Society	
5. Settlement House Movement	
6. Freedman's Bureau	
7. Reconstruction: Rural South and Urban Issues	
8. Chinese Exclusion Act of 1882	
<b>E. Progressive Era</b>	<b>6</b>
1. Suffrage Movement	
2. Mothers' Pension	
<b>F. Great Depression and the New Deal</b>	<b>6</b>
1. Economic Indicators	
2. Mainstream Explanation - Keynesian, Friedman, Marxist	
3. Emergency Relief Act	
4. Social Security Act of 1925	
5. Social insurance and public assistance	
<b>G. War on Poverty and Great Society Period</b>	<b>6</b>
1. Expansion fo federal government role in education and health	
2. Office of Economic Opportunity Act	
3. War of poverty programs	
a. Head Start	
b. Job Corps, VISTA, TRIO	
c. Medicare and Medicaid	
d. Veterans and GI Bill	
<b>H. Social Welfare Reform and Information Society</b>	<b>6</b>
1. conservative resurgence	
2. Personal Responsibility and Work Opportunity Act	
3. Changes in Family Composition	
4. Impact of Welfare Reform	
5. Family Medical Leave Act	
<b>I. Obama Era</b>	<b>4</b>

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1. Affordable Care Act
2. Lily Ledbetter Act
3. Fair Sentencing Act

**Total Hours**

**45**



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**Chair**

**Date**

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**Dean**

**Date**

Approved by department: 3/27/17

Approved by College Council: 5/10/17

## Course Information

Instructor: Cathy McElderry, Ph.D. MPH, LCSW  
Course Title: SW 205: Introduction to Social Welfare Policy  
Office Location: Crisp Hall 201 F  
Phone: (573) 651-2417  
Email: [cmcelderry@semo.edu](mailto:cmcelderry@semo.edu)

### Course Description

This course surveys the history of social welfare policy, services, and the social work profession in the U.S. Emphasis is placed on understanding how the historical and evolutionary development of economic deprivation, discrimination and oppression impact the present day provision of social welfare services to at risk populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. This course lays the foundation for advocacy for and on behalf of clients and client systems.

Students will gain a basic understanding of how to link the traditional, direct social work practice with the policy and advocacy components of the profession with the purpose of influencing policy formulation to seek organizational and service system change. The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.

### Course Objectives

Upon successful completion of this course, students are able to:

- A. Think critically about issues related to social welfare programs, policies and practices in the present through understanding the historical evolution of social welfare including issues of dependency, deviancy, empowerment, oppression, and “worthy and unworthy” as well as conflicting ideas about the role of government in providing for citizens, and the transition from charity to professional social work.
- B. Describe the major historical events that shaped the development of American social welfare policies and programs.
- C. Critically reflect upon the impact of social welfare policy on clients, service providers, and organizations with a focus on diverse and underserved populations.
- D. Identify the competing societal values and beliefs which influence the development of social welfare policies and programs in the U.S.
- E. Define and analyze the social forces that impact social and economic justice and the relationship of these social forces to the development of social welfare policies and programs.

### Social Work Practice Competencies:

- EPAS 1: Demonstrate ethical and professional behavior.
- EPAS 2: Engage diversity and differences in practice.
- EPAS 3: Advance human rights and social, economic, and environmental justice.
- EPAS 4: Engage in practice-informed research and research-informed practice.
- EPAS 5: Engage in policy practice.
- EPAS 6: Engage with individuals, families, groups, organizations, and communities.
- EPAS 7: Assess individuals, families, groups, organizations, and communities.
- EPAS 8: Intervene with individuals, families, groups, organizations, and communities.
- EPAS 9: Evaluate practice with individuals, families, groups, organization, and Communities.

Successful completion of this foundation course implies that the student has achieved competency in the following practice behaviors:

Core Competencies	Practice Behavior	Assessed
EPAS 2 - Engage diversity and differences in practice.	Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<ul style="list-style-type: none"> <li>• Class Discussions</li> </ul>
EPAS 3 – Advance human rights and social, economic, and environmental justice.	Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level.	<ul style="list-style-type: none"> <li>• Social Movement Paper</li> </ul>
EPAS 5 – Engage in policy practice.	Social workers assess how social welfare and economic policies impact the delivery of and access to social services.	<ul style="list-style-type: none"> <li>• Social Movement Paper</li> <li>• Social Work Pioneer Presentation</li> </ul>

**Course Learning Outcomes (CLOs)**

- A. Describe and evaluate how social movements have impacted the development of social welfare in the United States.
- B. Identify the impact of historical social welfare development on present day provisions of social welfare.
- C. Articulate understanding of the historical development of major social insurance and public Assistance programs in the U.S.

## Required Textbook

Stern, M. & Axinn J. (2012). *Social welfare: A history of the American response to need (8<sup>th</sup> ed.)*  
Pearson Publishing .

## Expectations of Students

### A. **Americans With Disabilities Act:**

If you have special needs as addressed by the Americans with Disabilities Act and need any course materials provided in an alternative format, please notify the instructor as soon as possible. Reasonable efforts will be made to accommodate your needs. Students with disabilities seeking academic accommodation must also register with the University Counseling and Disability Services in University Center Room 302, or phone (573) 651-2273. The office will then assist in planning for any necessary accommodations.

### B. **Scholastic Dishonesty: (Found in student handbook)**

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

#### **Plagiarism**

In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

#### **Cheating**

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes, or designs;

3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Has someone else take an examination or takes the examination for another.

C. **Cell Phones, Other Electronics, and Disruptive Behavior Policy:**

Cell phones, pagers, iPods, and other similar devices are prohibited. They must remain off or muted during the entire class period. Furthermore, these devices are not permitted to be visible during examinations. **Any student using or having visible access to these types of devices during examinations will be immediately removed from the classroom, their exam confiscated, and will receive a zero for the examination.** There are no exceptions to this policy.

Check with the instructor for permission to use recording devices and laptop computers during classroom lectures.

**Incivility**

Civility in the classroom and respect for the opinions of others is critical in class. You may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. To optimize teaching and learning, all of us share a responsibility in creating a civil and non-disruptive atmosphere. You are expected to conduct yourselves at all times in this classroom in a manner that does not disrupt teaching or learning.

**Disruptive Behavior**

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. Disruptive behavior includes, but is not limited to, name calling, intimidation, verbal aggressiveness, physical aggressiveness, etc.... Incivility and disruptive behavior in violation of the University's Code of Student Conduct will be dealt with according to University Policy.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to (supervisor name here).

- D. Failure to hand in a portfolio assignment will result in an incomplete for the final grade.
- E. Students are expected to attend all class sessions.
- F. Students are expected to contribute to class discussions through the assigned readings and through their own personal experiences.
- G. Assignments are expected at the beginning of class on the assigned due date.

**Course Requirements**

1. **Social Work Pioneer and Presentation (100 points):** Students will identify a social work pioneer (educator, clinical practitioner, or organizer) and present a 10 minute presentation to the class (50 points). The presentation should include biographical information, information on

the cause and activities the leader is known for and the impact that the individual has had on the profession and society. Also include at least 5 references for further information on this reformer (only 2 can be websites). Students should submit a one page summary of the major contributions of the pioneer and reference page on the day of the presentation (50 points). All references should be cited in accord with APA format.

2. **Exams (200 points; 100 points each).** Students will take an in-class midterm exam (100 points) and a cumulative take home final exam (100 points) covering assigned readings, videos and class discussions. Students are expected to refer to the text and videos in their essay/short answer responses on the final exam. Students should not collaborate with each other.
  
3. **Social Movement Presentation and Paper (200 points):** As a group students will select a social movement in the history of American society (suffrage movement, anti-lynching movement, specific labor movements such as the garment workers or coal miners, civil rights movement, American Indian Movement, Farm Workers Movement, welfare rights movement, gay pride movement, disabilities awareness movement, poor people rights movement, black lives matter movement, livable wage movement, etc). On this topic research and write a 10 page paper that address the following:
  - a. How did the movement originate, what events or social problems precipitated the movement?
  - b. Who was the initial leaders of the movement? How did the leaders get involved?
  - c. What actions were taken by the organization to gain public notice and bring about change?
  - d. What changes resulted from this social movement in society in general and in social welfare system in particular?
  - e. What was the role of the social work profession or individual social workers in this movement, if any?
  - f. Along with the group paper (10 pages, double-spaced, APA format), each individual member of the group should submit a one page paper that address the following: why did you choose this movement and what was your personal reaction to what you learned while researching this topic.
  
4. **Presentation** – Student will prepare a 20 minute power point presentation based on findings in assignment #3.

**Grade Distribution**

The grade weight for each assignment is listed below:

<b>Assignment</b>	<b>Due Date</b>	<b>Grade Value</b>
Social Pioneer Presentation	Week 6	100 points
Social Movement Paper and Presentation	Week 15	200 points
Final Exams	TBA	200 points

**Grading Scale:**

A	=	90 - 100
B	=	80 - 89
C	=	70 - 79
D	=	60 - 69
F	=	<60

**Tentative Course Schedule**

<b>Week</b>	<b>Assigned Reading/Assignments</b>	<b>Assignments</b>
<b>1</b>	Introduction and Overview of the Course	
<b>2</b>	Chapter 1: Elizabethan Poor Laws	
<b>3</b>	Chapter 2: The Colonial Period (1647 – 1776)	
<b>4</b>	Chapter 3: The Pre-Civil War Period (1777-1860)	
<b>5</b>	Chapter 4: The Civil War and After (1869 -1900)	
<b>6</b>	Social Work Pioneer Presentations	
<b>7</b>	Chapter 5: Progress and Reform (1900 – 1930)	
<b>8</b>	Chapter 5 Con't: The Professionalization of Social Work	
<b>9</b>	Chapter 6: The Depression and the New Deal (1930 -1940)	
<b>10</b>	Chapter 6 Con't: The Social Security Act; Public Assistance and Social Insurance	
<b>11</b>	Chapter 7: War and Prosperity (1940 – 1970)	
<b>12</b>	Chapter 7 Con't: The War on Poverty	
<b>13</b>	Chapter 8: Economic and Social Stagnation (1970-1990)	
<b>14</b>	Chapter 9: Social Welfare and Information Society	
<b>15</b>	Social Movement Presentations	

**Writing Standards**1. Documentation:

- In general, all written work should follow APA guidelines (the most recent revision).
- All citations should follow APA format in the body of the text.
- All papers with citations should include a "reference list" in APA format at the end. The basic APA format is essential for referencing books, articles, and all other material. This is the case no matter how the material was located or accessed. The student should refer to APA standards under the Writing Center's web page for additional APA guidelines (See: [http://ustudies.semo.edu/writing/Documentation/mla\\_apa.htm](http://ustudies.semo.edu/writing/Documentation/mla_apa.htm)).
- In addition to always documenting direct quotations, general references to ideas, summarized texts, and quotes from lectures must also be documented using APA standards. In short, *any idea, in any form, that is taken from someone else* must be documented. Deviations from this standard will be regarded as plagiarism.

Plagiarism may result in disciplinary action in accordance with university and departmental standards.

- Running headers and abstracts are unnecessary for student work unless required by the specific professor.

2. Grammar:

- Papers should be completely free of spelling mistakes and grammatical errors including sentence fragments, run-on sentences, subject/verb agreement problems, verb/object agreement problems, missing articles, vague pronoun references, improper or missing punctuation, and so forth.

3. Organization:

- All written work should be organized into clear, logical sections. Subheadings are encouraged in every paper.
- Within the sections, ideas should be organized into clear paragraphs. An individual paragraph should be about one idea (generally stated close to the beginning). Subsequent sentences within the paragraph should all be related to that idea. Paragraphs should typically end with a conclusion or summary sentence related to the original idea and/or a transitional sentence introducing the subject of the next paragraph in the text. Students should avoid overly long or very short paragraphs.

4. Flow of thought:

- Sentences should be organized so that they sustain a consistent flow of thought. Sentences within paragraphs should flow into each other in a way that makes sense and enhances readability.

5. Economy of language:

- In general, students should strive to write with a minimum of words. Consider combining short sentences in ways that enhance readability and use less space. (At the same time, however, avoid overly long and complex sentences.) Consider dropping whole sentences that may be redundant or unnecessary.
- Consider word choice very carefully and work toward building a stronger vocabulary.

6. Individual professors may have requirements in addition to those specified here.



To: Dr. Cathy McElderry, Chair, Department of Social Work

From: Barbara Glackin, Dean of Kent Library  
Carl Pracht, Reference Librarian, Kent Library

CC: Dr. Morris Jenkins, Dean, College of Health and Human Services  
Kathie Ross, Administrative Assistant, Department of Social

Date: May 2, 2017

RE: SW 205 - Introduction to Social Welfare Policy

Prof. Carl Pracht, Kent Library reference librarian, has reviewed the course proposal document and sample syllabus for SW 205 - Introduction to Social Work Policy. He has determined that Kent Library has sufficient resources; including databases, journals, books and services to support this course.

Accompanying this memo is the library review document for the proposed SW 205 course, with information about specific resources and services that support this particular course.

Thank you.