



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## **Course Prefix, Number and Title: SOWK 301 Social Policy & Services History**

**Course CRN # and Section: CRN 20210, Section 30**

**Semester Taught (including year): Spring**

**Credit Hours: 3**

**Prerequisites: None**

**Course Time (if applicable): W 16:00-1830**

**Building and Room Number (if applicable): HEC**

**Professor: Dr. Ida Mills**

**Office Location: Marsh Hall, A210**

**Office Hours: MW 11-12 TR 1-2:30**

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**College/Department Website:  
[www.concord.edu/sws](http://www.concord.edu/sws)**

### **Course Description/Rationale:**

Social Work 301 (Social Policy and Services History) is one of two social policy classes taught by the social work faculty. Although the primary focus of the course is on the history of social work and social welfare, current policy practices and the forces driving those policy decisions are examined within a historical framework. The differential impact of social policy on diverse and oppressed groups is developed.

**“There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.”** Elie Wiesel

**Course Management System:** Blackboard

**Hardware/Software Needed:** Microsoft Word Software

### **Text requirements:**

#### **Required Text**

Lui, M., Robles, B., Leonar-Wright, B., Brewer, R., Adamson, R., with United for a Fair Economy (2006). *The color of wealth: The story behind the US racial wealth divide*. New York, NY: The New Press.

Szuchman, L. T. & Thomlison, B. (2010). *Writing with style: APA style for social work*, (4th ed.). New York: Cengage.

Perrin, R. (2007). *Pocket guide to APA style*. Houghton Mifflin: Boston.

OR

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

### **Recommended Text**

Jansson, B.S. (2015). *The reluctant welfare state: A history of American social welfare policies*, (8th ed.) Belmont, CA: Thomson Brooks/Cole

### **Concord University Educational Goal(s)**

This course addresses the following Concord University Educational Goals:

Skills: 2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.

Knowledge: 3. An ability to interpret events and trends within historical contexts.

Attitudes: 1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.

### **National Standards:**

#### **Concord University Social Work Program**

#### **Core Competencies and Operationalized Practice Behaviors are as follows:**

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior

#### **Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

#### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

#### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

#### **Competency 5: Engage in Policy Practice**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

#### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- Apply knowledge of human behavior and social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

#### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

#### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

#### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- Select and use appropriate methods for evaluation of outcomes;

- Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Specific Learning Outcomes:**

Social Work 301, Social Policy and Services History is designed to enable the student to:

1. Demonstrate knowledge of the origin of social welfare policies and services focusing on the purposes, services offered, and outcomes; (Competency 3 and 5)
2. Obtain the skills, knowledge and values to understand the history, mission, and philosophy of the social work profession; (Competency 1, 3 and 5)
3. Evaluate past and current social welfare policies and services and the forces influencing policy decisions; (Competency 3 and 5)
4. Identify and describe the impact of particular social welfare policies on the well-being of individuals, families and communities; (Competency 3, 5, and 9)
5. Identify how social welfare policies have affected social work practice; (Competency 3, 5 and 9)
6. Evaluate patterns of exclusion and differentiation in the provision of social welfare services; (Competency 2, 3, and 9)
7. Reinforce use of critical thinking skills in assessing needs for policy formation and in evaluating the resulting policy statements; (Competency 4, 5, 7 and 9)
8. Obtain knowledge in understanding how agencies administer policies and how change has been approached throughout history. (Competency 5 and 9)

**Course Requirements**

Professional classroom behavior is expected of students at all times. This involves being respectful to others in the class and not acting in ways disruptive to the learning of other students. While in the classroom, all electronic digital communication devices must be turned off and out of sight. Laptop computers may be used only for course-related activities with instructor permission. There may be no conversations via electronic digital communication device, whether audible or text-messaging. In an emergency situation, the instructor may give a student permission to use an electronic digital communication device. Failure to comply with this policy will result in removal from the class.

Historical Figure Power Point Presentation	50
Welfare Policy Discussion Facilitation and Paper	100
Historical Perspectives of Vulnerable Populations	
Lui, Chapter 2 – Native American	50
Lui, Chapter 3 – African Americans	50
Lui, Chapter 4 – Latinos	50
Lui, Chapter 5 – Asian Americans	50
Group Project/Presentation	20
Final Exam (take home essay)	100
Attendance/Participation 14 classes X 6 points each	84 points

**Historical Figure Power Point Presentation: Worth 50 points**

Each student will select a figure in history and provide a 10-15 minute power point presentation to the class about the individual. Names of historical figures are provided, but if you have someone else in mind, you must obtain instructor’s approval.

These power point presentations will take place at a time appropriate to the sequence of the class. Make the presentations INTERESTING to us, not just a bunch of dates, facts and figures! Tell us stories about the individual that help us understand his/her motivation, dreams, fears, successes, failures. What sacrifices did your figure endure to accomplish what he/she did? To what extent have your individual's accomplishments been preserved in history? What did you admire about your historical figure? What surprised you about your person? What did you learn about your individual that you believe has relevance for current social policy and social work?

So that the audience learns better and for you to earn a good grade: Talk to us, do NOT read – from your slides or from notes! Videos, music, etc, make your presentation more entertaining Make slides attractive and interesting

Pictures help with attention and memory

Bullet points rather than sentences focus the learner and make information easier to learn and remember

**Historical Figures to be Presented:**

Benjamin Rush	Dorothea Dix	Elizabeth Cody Stanton
Frederick Douglas	Eugene Debs	Diane Nash
Eleanor Roosevelt	Cesar Chavez	Mary McLeod Bethune
Marion Edelman	Charles Curtis	Mary Abby van Kleeck
Ronald Dellums	Dorothy Day	Whitney Moore Young
Jacob Riis	Harvey Milk	Ida B. Wells
Paul Kellogg	Wavy Gravy	Bryan Stevenson
Earl Warren	Joan Baez	John Robert Lewis

**Welfare Policy Discussion Facilitation and Paper:** Worth 100 points.

Find a current events story about a U.S. social welfare issue that interests you. Gather background information about this policy. (You do not need to be an expert – just be prepared to discuss a little of the history of the issue or policy as appropriate.) Construct 5 questions about the story that will stimulate conversation among your peers. Ask OPEN questions that require classmates to think about the causes and future implications of the story event you bring. Ask them to consider what might be the other side or sides of the story. Try to avoid your own bias in the discussion questions.

Make a copy of the questions and story for everyone in your group. Facilitate a 20 minute, in class, small group discussion based on your questions. When the discussion is over, you will summarize the story and your discussion to the whole class.

Write a 2-4 page paper which includes:

1. Think critically and analyze the source: What are potential biases in the story? What language is used to instill concern, fear, anxiety or pride? What part(s) of the story may be missing for a more balanced view? What conclusions about social welfare can a reader draw from the story if they have no more information?
2. Summarize what the group said about the story and the discussion based on their feedback.
3. Propose the ethical issues relevant to this story. What forms and mechanisms of oppression and discrimination may be relevant here?
4. What past and more recent historical events have impacted the social policy under consideration? Based on this news story, what might you expect for a social activism response and policy changes?

Staple a copy of your questions and a copy of the news story to your paper.

The paper is due one week after you facilitate a discussion group. If unprepared or absent on the day scheduled for your facilitation (without excused absence and informing your group and the instructor ahead of time), your grade will automatically be deducted 10%.

**Historical Table of Vulnerable Populations:** Worth 50 points X 4 = 200 points Students will be provided with a blank table which they will complete for 4 vulnerable populations as discussed in the text: Native Americans, African Americans, Latinos, and Asian Americans. Students will demonstrate for each historical period the corresponding ideology, economic climate, key characters, policies and examples of discrimination and oppression.

**Group Project/Presentation:** Worth 20 points

This is a group assignment to examine social policy in a specific era. You will work together and present as a group in the form of an interactive panel discussion or skit. Be creative and have fun! Include a brief (no more than 2-3 minutes) summary for the class of key elements of the assigned era. This summary might include such things as who served as president during this time period, types of clothing worn, transportation used, types of leisure activities people took part in, music, etc. Other ideas would be to cite humorous incidents from the period, bring items from the era for display, etc.

The primary focus of the presentation is to use the required and recommended text and any outside readings to hypothesize what services would be available to each of the following individuals under the circumstances described. You may choose the race of the individuals below.

- A 35 year old male who is homeless and unemployed
- A widow with two small children
- A 14 year old pregnant, unmarried girl
- A 68 year old male who is disabled

As a person involved in implementing or developing policy of that era, consider the following questions and include in your presentation:

- What questions would you ask each about their resources?
- Describe the attitude during the period toward the people described above.
- What avenue of assistance would you pursue?
- What sources of revenue would be available?

**Final Exam:** Worth 100 points

The final exam will be a take-home essay paper. Due Wednesday, May 1 at 4 pm. Be sure to consider Chapters 10 – 13 of Szuchman & Thomlison. This paper should include title page, running header, page numbers, abstract, headings, reference page in APA, and should be carefully edited for clarity, grammar, punctuation, etc.

**Attendance/Participation:** Worth 84 points

Regular class attendance is expected. This is a critical thinking class. Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions. Absence from class does not excuse students from assignments due that class period.

Students may earn 3 “attendance” points per class period. Points are awarded for being in class and on time, for participation in discussions, and for general respect to fellow students and the instructor. This includes respectful words and behaviors, not using the cell phone during class, and listening quietly when another person is speaking. Attendance and participation is worth 84 points (3 X 44 days of class).

## Grading Policy and Scale, Make-up Policy, Late Work

90-100% - A, 80-89% - B, 70-79% - C, 60-69% - D, Below 60% - F

Any assignment turned in late will be deducted 10% per day up to 50%.

## Writing Expectations for Social Work Courses

The following writing expectations will be required in SOWK 161 and all subsequent courses in the social work program.

Good writing is an important aspect of good social work. Knowledge and skills that are not demonstrated in logical, succinct, non-judgmental written language have little benefit for social workers. The reports that we write to judges, probation officers, schools, parents, social service agencies, and legislators reflect the important work that we do with clients. Written reports are a reflection of the agency and of the worker's competence. Poorly written assessments, reports, analyses, and recommendations hurt the reputation of the agency, the worker, and the profession. Poorly written paperwork can lead to loss of referrals, funding, and the disregard for the efforts and recommendations of the social work service provider.

The NASW Code of Ethics requires that social workers enhance their professional expertise. We are expected to contribute to the knowledge base of the profession. That means that we conduct research, whether it be a community analysis, program assessment, focus group, or experimental research. The Code also directs social workers to challenge social injustice. That means that social workers can be expected to write letters to legislators, newspaper editors, or community organizations.

Because of the importance of good writing, Concord's Social Work program will teach students how to write effectively. Students will be expected to translate their knowledge and skills into effective papers and reports. All papers are to be double spaced and use 12 point, Times Roman font. Papers are expected to be carefully edited with an absence of spelling and grammatical errors. Sentences and paragraphs should be concise and clear for easy reading and comprehension.

The American Psychological Association (APA) writing style is the accepted method for social work. The basics of APA will be taught in early social work classes, and students will be expected to continue to use this system in all social work papers. APA basics for all papers will include (but not limited to): title page, abstract, running head, page numbers, headings, citations, and a reference page. Students are expected to properly use numbers, quotations and avoid contractions.

## Course Timeline (Schedule of Assignments/Assessments/Presentations)

Dates	Topics and Assignments
January 16	Introductions, Syllabus How far have we come? Lui, Chapter 1 & 6 Demonstration of Policy Discussion
January 23	Male Advantages Elizabeth Cody Stanton Able Bodied Advantage Dorothea Dix
January 30	Heterosexual Advantage -- Harvey Milk Developing a New Society, Jansson Chapter 3 Benjamin Rush <b>Policy Discussion #1</b>

February 6	Native Americans, Lui Chapter 2 Charles Curtis <b>Native American Historical Table Due</b> <b>Policy Discussion #2</b>
February 13	19 <sup>th</sup> Century, Jansson Chapter 4 Eugene Victor Debs Jacob Riis <b>Policy Discussion #3</b>
February 20	African Americans, Lui Chapter 3 Frederick Douglas Ida B. Wells John Robert Lewis <b>African American Historical Table Due</b> <b>Policy Discussion #4</b>
February 27	Asian Americans, Lui Chapter 4 <b>Asian Historical Table Due</b> <b>Policy Discussion #5</b>
March 6	Latino Americans, Lui Chapter 5 Cesar Chevez <b>Latino Historical Table Due</b> Progressive Era, Jansson, Chapter 5
March 13	Spring Break
March 20	Progressive Era, continued Paul Kellogg Depression & the New Deal, Jansson, Chapter 6
March 27	Depression & New Deal, continued Mary McLeod Bethune Eleanor Roosevelt Mary Abby vanKleeck <b>Group Presentation #1 – Progressive Era</b>
April 3	Great Society, Jansson, Chapter 7 Diane Nash <b>Group Presentation #2 – Depression/New Deal</b>
April 10	Paradoxical Era, Jansson, Chapter 8 Whitney Moore Young Earl Warren Marian Wright Edelman George Wiley <b>Group Presentation #3 – Great Society</b>
April 17	Conservative Counter Revolutions, Jansson, Chapter 9 Ronald Dellums Dorothy Day Wavy Gravy Clinton Era, Jansson, Chapter 10 Joan Baez <b>Group Presentation #4 – Paradoxical Era</b>
April 24	1990s to Almost Present, Jansson Chapters 11-12 Bryan Stevenson Rainbow Economics, Lui Chapter 7

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

**Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus

emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:  
<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

**Miscellaneous (for example):**

## BIBLIOGRAPHY

- Blackman, D. (2009). *Slavery by another name: The re-enslavement of black Americans from the Civil War to World War II*. New York: Anchor Press.
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- Truman, M. (2009). *First ladies: An intimate group portrait of White House wives*. New York: Random House.
- Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper and Row.