GISW SW 1041 (450:041). Social Welfare: A World View — 3 hrs.

INSTRUCTOR CONTACT INFORMATION

Instructor	Katherine van Wormer
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Class Delivery	Guided Independent Studies / eLearning
Preferred Communication	Preferred mode of contact is through the e-mail listed above. For exam arrangements, contact the GIS office. 319-273-2123.

COURSE INFORMATION

Course Description

SW 1041 (450:041). Social Welfare: A World View — 3 hrs.
Comparative study of social welfare (social insurance, public welfare, charity and philanthropy, social services, and mutual aid) in the United States, and selected nations from five regions of the world as defined by the International Congress of Schools of Social Work (African, Asian, European, Latin American, and North American regions). (Same as SOC SCI 1041 (900:041))

This course counts for Liberal Arts Core credit. At the University of Northern Iowa it is included in the Social Science category in Group C. It is also the first course in the Social Work major. Students who plan to major in social work usually take this course in their freshman or sophomore year, although some students who have changed majors take this course in their junior year. This course is designed to fulfill the introduction to social work requirement at accredited departments of social work across the U.S. There are no pre-requisites.

The purpose of the course is to provide an overview of the social welfare system in the U.S. within a global context for students considering majoring in social work as well as to meet the general liberal arts requirements. This introductory social work and social welfare course provides basic understanding of how societies meet personal and social risks and provide for the welfare of their members. Basic concepts of social welfare, professional social work, social support, and related value issues are examined. The development of social welfare ideas and systems in Western society and in societies at different stages of development in diverse cultures are analyzed. Global perspectives and comparative national welfare systems are surveyed.

A secondary purpose of the course is to introduce students to concepts that may be unfamiliar but that are basic to social welfare policies, such as

restorative justice, environmental justice, historical trauma, and trauma-informed care. The sequence of the course is from a conceptual and historical background to chapters on the basic social welfare divisions—child welfare, care for older adults, criminal justice, health care, mental health care, etc.

COURSE OVERVIEW

A basic premise of this course is that knowledge of other countries' social welfare innovations helps us shape solutions to our mutual social problems in an increasingly interdependent world. In this book, every chapter draws on human rights language, expectation, and conventions. The concept of human rights evolved over many decades in the 20th century, especially as a result of the terrible human carnage of the world wars and a questioning of what makes us human. Unique to this book is a chapter on environmental justice. Attention to environmental concerns is now a requirement of the social work accrediting body, the Council on Social Work Education (CSWE). Attention to international social welfare programs is also required by CSWE to be included in the social work curriculum.

The progression of this course is from social values, global and local, to the provision of care and protection of people across the life span (from birth to death). The final assignments focus on health care and mental health care systems. The discussion centers on world policy issues including oppression, racism, and environmental justice within a human rights context. The challenge facing social planners in today's world is how to include the value of sustainability – preserving what we have for ourselves and for our children – along with the values of materialism and competition and progress. This challenge -- the need to sustain our resources, a major theme of the text that you will read in this course -- is the link among the introductory topics on cultural, economic, and social oppression, values, the middle sections on social welfare, and the later chapters on care across the life span.

Social Welfare: A World View provides a basic understanding of how societies meet the personal and social risks (for example: gender, child care, old age, death, illness, accidents, violence) of their members. The terminology used in this course is interdisciplinary. For example, Assignment 1 explores the impact of globalization on the world of work and social welfare. And in the second reading on social values, for example, a psychology, sociology, social psychology, and anthropology of social values are presented. The third assignment draws knowledge from history, and so on.

LEARNING OBJECTIVES

University Level Objectives

- **Critical Thinking**

  Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**

  Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**

  Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study

Program Level Objectives

- Provide an integrated curriculum that builds on a liberal arts foundation and addresses knowledge and skills essential for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
- Infuse social work values and ethics throughout students' educational experience to serve as guides for practice in field placements and future professional social work practice settings.
- Promote student understanding of diversity through curriculum that identifies the experiences and needs of vulnerable and oppressed groups while emphasizing resilience and strengths.
- Increase students' understanding of the types and processes of discrimination and oppression and enhance their ability to promote social and economic justice through advocacy and social reform.
- Prepare students to critically assess and apply empirically based knowledge, evaluate their own practice effectiveness, and participate in the evaluation of programs and policies.

Course Level Objectives

1. To identify the broad range of basic needs and social and personal risks (e.g., gender, old age, death, disability, illness, accidents, violence and war) that people share throughout the world.
2. To describe the purposes, function, and organized structure of activities of the social welfare institutions and understand its function in relation to other social institutions (family, education, corrections, religion, political, economic).
3. To compare philosophical stances or ideas reflected in different countries. Understand cross-cultural differences in values pertaining to treatment of women, minorities, gays and lesbians, and other vulnerable populations.

Appreciate the relationship between social welfare provisions and the treatment of vulnerable populations.
4. To describe the historical development of social work in the United States within the context of the social welfare system and public policy.
5. To offer an ecosystems/empowerment framework for viewing the personal dimension within the social environment.
6. To summarize scientific facts regarding climate change, pollution and other contamination of the earth's resources, and strategies of preservation of such resources within the present public health crisis.
7. To explore the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
8. To offer a focus on human rights, social and restorative justice as knowledge for social work practice within a global context.

How these achievements are measured: Answers to questions in course assignments and responses to exam questions.

COURSE REQUIREMENTS

Required Texts and Content

Van Wormer, K. & Link, R.J. (2018). *Social work and social welfare: A human rights foundation*. New York: Oxford University Press. The readings include all the chapters except for Chapter 7 on poverty.

Occasional links to short public domain news stories are listed with the assignments.

INSTRUCTIONAL METHODS

This course consists of the following activities and assessments to assist you in achieving the course and instructional units/modules objectives. Each assignment you will work on consists of short essay responses and longer, creative ones that involve more critical thinking.

- Type all assignments using a word processing program and save as a file. If you are using a word processing program other than Microsoft Word, then please save the file as Rich Text Format.
- Submit your assignment by clicking on the **Assignment Submission** link in the **Course Content** menu on the left and uploading your assignment. **Need help?** See the Blackboard Tutorials for instructions on how to submit an assignment.
- Each of the 12 assignments consists of five short essays and one or two more extensive creative assignments. Each general question should be approximately two paragraphs each; creative assignments should be approximately one page. Please restate each question before answering it.

- Boxes or boxed readings referred to are brief essays in the text. Reference to READING pertains to articles reprinted for this course (these articles may also be provided as web links in the course content).
- I enjoy personal reactions and examples in your responses, so feel free to relate the question to the meaning it has for you. If you're answering a question about HIV/AIDS or health insurance, for example, and you lost someone to AIDS or have had a personal experience obtaining health insurance, you might share your experiences.

Readings

Assignment I   Social Work: A Human Rights Profession, Chapter 1

Assignment II   US Social Values in International Context, Chapter 2

Assignment III   Emergence of Social Work, Part 1, Chapter 3

Assignment IV   Emergence of Social Work, Part 2, Chapter 4

Assignment V   Social Forms of Oppression, Chapter 5

Assignment VI   Human Rights and Restorative Justice, Chapter 6

MID-TERM EXAMINATION

Assignment VII   Public Assistance and Other Strategies to End Poverty, Chapter 8

Assignment VIII   Environmental Justice, Chapter 9

Assignment IX   Child Welfare, Chapter 10

Assignment X   Care at the End of the Live Cycle, Chapter 11

Assignment XI   Health Care as a Human Right, Chapter 12

Assignment XII   Care for Persons with Mental and Physical Disabilities, Chapter 13 and Epilogue

SECOND EXAMINATION

EVALUATION METHODS

There will be two exams, the first covering the first six chapters, the second on the remaining six chapters and epilogue. These exams will be the essay and short answer format with matching questions. The second exam is not comprehensive.

Grading

Grading is in the standard A, B, C, format. Here is the value of each section of the course:

- Mid-Term 1/3
- 2nd Exam 1/3
- 12 Assignments 1/3

Please note that UNI Guided Independent Study requires that you complete all assignments and exams to receive a grade in the course. Assignment feedback will take place several days after submission if not sooner.

Exams are graded as soon as I receive them with the score available in My Grades. However, as I am in Wisconsin and the exam has to be mailed to UNI from the testing place, then to me and back, allow for one or two weeks for this process to take place.

The grading rubric is the same for each assignment. It is as follows:

Each answer is worth 10 points for the short answer questions, for a total of 50. The creative question or questions are worth another 50 points out of 100 or 50% of the total grade.

Each answer is graded on the basis of:
- 30% for length of two paragraphs of at least several sentences each, single spaced
- 30% for originality, completeness of response, and creativity
- 40% for correctness based on text content

Determination of Grades

Final grades will be reported using the following scale:

Grading scale					
93-100%	A	80-82%	B-	63-69%	D+
90-92%	A-	77-79%	C+	56-62%	D
87-89%	B+	73-76%	C	50-55%	D-
83-86%	B	70-72%	C-	< 50%	F

Percentages earned for each assessment will be posted in the My Grades of the tools link on the Blackboard website. The total is figured into a percentage, and the grade is determined by the Grading Scale. Students are expected to monitor their own grades on Blackboard and save all graded work on their own computer.

Academic Integrity

To ensure academic integrity and to follow UNI policies on Student Academic Ethics (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

COURSE COMMUNICATION AND TECHNOLOGY

Online Component

This course is completely an online utilizing eLearning for instruction, materials, and communication. This online component can be accessed through the [UNI Blackboard website](#).

All of the handouts and information for this course will be available in eLearning. Students are advised to check the website and their e-mail for communication. Any changes to the course syllabus or schedule will be announced through eLearning. Assignments are due as specified in the course schedule and on the course Blackboard page in eLearning. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are available on the [Blackboard Help website](#).

Communication with Instructor

I will communicate with students via email, and you can expect a response the same day. I will provide feedback on assignment submissions and respond to your individual answers with personal comments to show appreciation for your work. Any points that I take off will be thoroughly explained on the assignments.

Technology Requirements

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- Microsoft Office
- High speed internet connection
- Blackboard is supported on Firefox and Chrome (Internet Explorer and Safari do not support Blackbaord and users can experience difficulty opening files)

Technical Support

If you experience any technical problems, do **not** contact the instructor. Please contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or [cesp-consult@uni.edu.](#) Support hours are available Monday – Friday 8am – 4:30pm.