THE AMERICAN SOCIAL SERVICES SYSTEM
SOW 3210   SPRING, 2015
SYLLABUS

INSTRUCTOR: DR. JANE ROBERTS (LCSW, PH.D.)
OFFICE LOCATION: ARTS AND SCIENCES C-254
PHONE: 941-359-4604                      EMAIL: jmr@sar.usf.edu
OFFICE HOURS: WED 4:00-5:00 P.M.
CLASSROOM: B-237

CLASS HOURS: Wednesdays 6:00-8:50 P.M.
We are online-supported web-based class. If you need an appointment with me, please schedule
ahead of time.

This is a Human Services undergraduate course that promotes an identification with the values
and ethics of human services and social work, mastery of the knowledge on which human
services practice is based, as well as the development of practice skills. The unifying themes and
theoretical underpinnings are found primarily in explanatory theories (e.g., ecosystems theory)
and secondarily in change theories (e.g., psychodynamic and cognitive behavioral theories),
operationalized through the empowerment, strengths, and capacity building perspectives of
human services.

Ecosystems theory reflects the value of enhancing human system functioning and focuses on
biological, psychological, emotional, cultural, and social environments holistically. The
strengths perspective emphasizes viewing the range of human differences as normal and
preferable, as opposed to being the object of judgments about peoples’ personal characteristics,
race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age,
national origin, or level of social and emotional functioning. The empowerment perspective
supports resourcefulness and the development of skills to remove social barriers for individuals,
groups, and communities. The capacity-building perspective reinforces the human services
profession’s mandate to serve the most vulnerable of society, to enhance the caring capacity of
society to end discriminatory practices, and to develop and expand resources to those in need.

Course Description

This is a General Education, Human Services Curriculum course that provides students with a
framework for understanding the historical development of the American social services system,
its value base, and its response to populations at risk. These populations include people of color,
ethnic groups, women, children, the elderly, the developmentally challenged, individuals with
same sex preferences, and other disenfranchised, vulnerable, and oppressed groups. From the
conceptual perspective, emphasis is placed on understanding social and human services from the
viewpoint of its etiology (values and history), decision-making (policy), and organizations
(programs and services). From the historical perspective, emphasis is placed on critical analysis
of social, economic, and political forces that have shaped the development of social services
policy and institutions. From the organizational perspective, emphasis is placed on contemporary
social programs, their etiology, and current trends. Attention is given to the problems of poverty, patterns of human behavior, and consequences of discrimination and oppression and the societal response to them through history. The problems and needs of populations at risk are examined carefully from the perspective of social services institutions.

**Course Rationale**

Understanding the historical basis of social policies, the context in which social policy has evolved, and the attitudes of policy makers is critical for human services practitioners who will be participating in the delivery of services within social services programs. Human service practitioners also participate in the development of social programs and policies. This participation requires that students develop the knowledge and skills necessary to negotiate political and grassroots systems. Human service practitioners must have an understanding of the history and the ongoing commitment to the development of social service programs to help people in need, as well as to social policies that address injustices experienced by historically vulnerable and oppressed groups. By engaging in critical analysis of social policies and practices affecting diverse populations from a historical perspective to the present time, students will acquire the knowledge base necessary to engage in advocacy to promote social and economic justice for these diverse, vulnerable, and oppressed groups.

**COURSE OBJECTIVES**

After completing this course, a student should be able to:

**Knowledge objectives:**

1. Possess an understanding of key concepts related to important historical eras in the history of social work as a profession.
   **measurements:** classroom discussions; small group discussions, examinations.

2. Possess an understanding of the conceptual and theoretical underpinnings of social services and social services policy.
   **measurements:** classroom discussions, small group discussion examinations

3. Possess an understanding of the influence of social, economic, and political thought on the development of the American social services system.
   **measurements:** class discussions, examinations, small group discussions

4. Possess an understanding of the influence of changing values and ideologies as reflected in social policy and social services systems.
   **measurements:** class discussions, examinations, small group discussions

**Skill objectives:**

1. Demonstrate the ability to conceptualize how societal values influence and relate to the development of social services policy and the provision of social services in the United States.
measurements: classroom discussions, examinations

2. Demonstrate an understanding of the nature of contemporary social services problems and issues, taking into account federal, state, and local levels as well as public/private sectors.
measurements: classroom discussions; small group discussions; social policy paper.

3. Demonstrate knowledge about society's response to the problems and needs of people of color, ethnic groups, women, children, the elderly, persons with disabilities, and other populations subject to discriminatory practices.
measurements: classroom discussions; small group discussion; social policy paper

Value objectives:

1. Appreciate the importance of social work values and the relationship of human service practitioners’ values to policy development and analysis.
measurements: classroom discussions; examinations; small group discussions

2. Appreciate the importance of human service practitioners’ values and relationship to policy as it affects social work practice with oppressed groups.
measurements: classroom discussions; examinations; small group discussions.

3. Appreciate the importance of human service practitioners’ advocacy in obtaining social and economic justice for diverse, oppressed and vulnerable populations.
measurements: classroom discussions, examinations

METHODS OF INSTRUCTION:

The class will generally be conducted in a lecture / discussion instructional format. Guest speakers and film presentations may be used as appropriate to facilitate learning. Other instructional methods may include in class group activities, debates, and student presentations.

COURSE REQUIREMENTS:

The value of this course is largely in the experience. Class participation, as voiced in opinions and speaking knowledgeably, is highly valued and expected.

Course assignments are intended to promote analytical and conceptual thinking and will be provided by the individual instructor in a manner that in her judgment best covers the course content and meets course objectives. Assignments may include such activities as: journals, focus groups and individual projects studying issues in depth, student panels, papers, essay exams, and multiple choice exams. Make-up exams are arranged by appointment and are considered more difficult than scheduled exams.

Course assignments are as follows:
I. Social Services Analysis Paper in two parts (10% and 40% of total grade)
This is an individual assignment designed to increase the student’s awareness of the wide range of current social services policy issues that we are exposed to on a daily basis through the media. The purpose of this assignment is to begin understanding the issues that are represented in the news media or within the historical context of social work as a profession.

To complete this assignment: Identify an “out group” that is of particular interest to you. (Note definitions of outgroups in class discussions). If you are a member of a particular outgroup(s), please select an outgroup with which you have no formal membership identification. To experience the perspective of a person in an outgroup, you will pretend to read different news sources such as The Tampa Tribune, St. Petersburg Times, The New York Times, Washington Post, Wall Street Journal from the perspective of the outgroup member. Use the internet research databases (e.g., Lexus/nexus or Psych Info) to access legitimate news sources or accounts of historical events. Do not limit yourself to local newspapers.

Part I:
Write one to two pages describing the outgroup you will become a “member” of; your rationale for choosing this group, and a basic understanding of discriminatory or oppressive issues frequently faced by this group.

Part II:
Pick three to four articles that you think discuss important policy issues that affect or influence your particular outgroup. (Include references to these articles with your paper). Describe why these issues are important to you and how related social policy will affect you as a ‘member’ of this out group.

Instructions: The paper should be 6 to 8 pages in length, typed, and double-spaced, written in APA style. In addition to the required curriculum, students are expected to develop good communication skills. The paper should reflect the standard quality of undergraduate written work in terms of correct grammar, punctuation and spelling; in addition, it should reflect the student’s original work. Repeated mistakes in grammar, spelling, and /or punctuation will result in a lower grade. You may fold in material from Part I of the assignment.

II. Reflection Cards (25% of total grade)
Reflection Cards are produced following class discussions, films, or speakers, and the student will write a five-point reaction to the event, discussing impressions, questions, content, or reflections upon the topic. 5 reflection cards will be completed throughout the semester, at 5 points each. Reflection cards are completed at the end of certain classes; they cannot be made up if missed.

III. Final Examination: (25% of total grade)
There will be one final examination; see Course Calendar for date. The exam will include multiple choice and/or true-false questions and a short answer essay. (The examination is 25% of the total grade).
USFSM AND USF SYSTEM POLICIES

A. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Sexual Misconduct/Sexual Harassment Reporting**: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and
domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
Counseling Center and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599
List of off-campus resources:
Hope of Manatee: 941-755-6805
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
First Call for Help- Manatee: 941-708-6488
Sarasota & North Port 941-366-5025
Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

EVALUATION CRITERIA FOR ASSIGNMENTS

1. Social Services Analysis Paper 50 points
2. Reflection Cards 25 points
3. Final Exam 25 points
4. Total 100 points

GRADING SCALE

Grades will be based on the following scale:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>99-100</td>
<td>A+</td>
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<tr>
<td>94-98</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
<td>B</td>
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<td>80-83</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<td>74-76</td>
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<td>67-69</td>
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<td>64-66</td>
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<td>60-63</td>
<td>D-</td>
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ATTENDANCE POLICY

Students are expected to be on time and prepared to begin working as class begins as well as to be present throughout the whole class meeting. The final grade will be reduced if papers are
submitted late and/or if the student misses a significant amount of class time. In situations where students are chronically late, lateness will be treated as an absence.

**REQUIRED TEXTBOOK(S)**

COURSE CALENDAR

Jan 7:  Introductions; Overview of the Course; Assignment of Readings

Jan 14:  Review of Syllabus; Background of Social Services in the Old World
Reading: Chapter 1 (Trattner textbook)
Discussion of assignments

Jan 21:  Online: See online assignment

Jan 28:  Colonial America: Relief to the Poor
Reading: Chapter 2

Feb 4:  The Era of the American Revolution
Reading: Chapter 3

Feb 11:  Online: The Trend Toward Indoor Relief + the Civil War Era
Reading: Chapters 4 & 5 read for discussion next week
See online assignment + extra credit for attending Duvall Family Studies Conference

Feb 18:  Child Welfare: Guest Lecturer on Work with Children in Foster Care
Reading: Chapter 6  DUE: Part I of Analytic Paper

Feb 25:  Online: The Public Health Movement
Reading: Chapter 7 See online assignment

March 2-7:  Spring Break: Have a Good Time

March 11:  The Settlement House Movement and Jane Addams
Reading: Chapter 8

March 18:  The Mental Health Movement
Reading: Chapter 9

March 25:  Renaissance of Public Assistance
Reading: Chapter 10

April 1:  Online: The Quest for Professionalization of Social Work
See online assignment

April 8:  Social Work in the 1920’s
Reading: Chapters 12 & 13
DUE: Part II of Analytic Paper

April 15:  The Great Depression and the New Deal + The Great Society
Class Discussion – Current Events and Social Work Practice, Exam Review
Interview Paper due if you chose this option.

April 22:  FINAL EXAM
GENERAL REFERENCE TEXTS


