2016

315-01 Values, Poverty and Society

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DEPARTMENT OF SOCIAL WORK

Values, Poverty and Society: SOCW 315-01
Course Syllabus (may be amended)
Fall, 2016
3 Credits
Tuesdays 5:30-8 pm
Cohen Center Room 194

Faculty: Shannon O’Neill, MSW, LSW
Telephone: 937-207-8497
Email: oneillsm@xavier.edu...best way to contact me with questions
Office Hours: By appointment or after class

Curriculum Satisfaction: 1) a requirement for social work majors; 2) an approved course for the GDST Minor/Majors; 3) an ER/S focus elective; 4) designated as a Diversity Curriculum Requirement course; 4) an approved course for Peace Studies; and 5) an accepted course for old-transition core Social Science.

Required Texts:
2. So You Think I Drive a Cadillac?, Seccombe, 3rd ed. (2011)

Canvas Readings List
   a. Chapter 2, “Hunger and the Always Poor”
   b. Chapter 3, “Hunger and the Military”
2. Skolnick & Currie (1997), Crisis in American Institutions
   a. Chapter 4, “Missing from the News”
   a. Chapter 4, “The Shame of Our Nursing Homes”
4. Skolnick & Currie (2007), Crisis in American Institutions
   a. Chapter 1, “Take the Rich Off of Welfare”
   b. Chapter 15, “At Many Colleges, the Rich Kids Get Affirmative Action”
   c. Chapter 22, “More than Welcome”
   d. Chapter 42, “Unjust Rewards”
5. Van Wormer & Link (2016), Social Welfare Policy for a Sustainable Future
   a. Chapter 4, “Environmental Sustainability and the Social Work Profession”
a. Chapter 60, “What Can We Do: Becoming Part of the Solution”


COURSE DESCRIPTION

This course is designed to offer students basic knowledge and understanding of the overall concept of social welfare, as it relates to the collective well-being of all in our society, through an ethical and underlying values analysis of the historically religious roots of the concept of social welfare to the present implementation.

The social institution of social welfare, and how its services and systems are implemented in any nation, is examined and analyzed in relationship to the five other social institutions considered to be “pillars” of any society: the political, economic, education, religious, and family institutions.

Theories of power, privilege, and poverty are examined as they relate to the evolution of social welfare policies and programs.

COURSE OBJECTIVES

Upon completion of the course, students are expected to know and understand:

1. Distinguishing characteristics of social work as a profession, including its history, mission, and professional roles
2. Social, economic, and environmental justice issues through the lens of the six social institutions that act as the pillars of most cultures, including the influences of the other five social institutions in the U.S. specifically on the social welfare institution,
3. The historical evolution of major social welfare programs and social service legislation as related to civil, political, environmental, economic social, and cultural human rights in the United States
4. Theories of poverty and human need as well as their relation to differences between personal, professional, and institutional values, emphasizing a values orientation which recognizes and respects cultural and human diversity;
5. Global interconnections of oppression and human rights violations as well as theories and strategies to promote social, economic, and environmental justice

These expectations will be facilitated through the following learning experiences:

a. Assigned readings
b. Classroom lectures & speakers
c. Classroom discussion/debate
d. Papers, projects
Diversity Curriculum Requirement
Our experiences of the world may seem absolute, but in many ways they are shaped by our culture. The ability to analyze the ways that cultures affect experiences and opportunities is invaluable in today’s society. In this course, you will examine the social, economic, political, psychological, and cultural experiences and positions of individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities. The ability to explain your own cultural perspective and make meaningful comparisons to other cultural perspectives will improve your ability to live and work effectively with diverse groups and individuals.

This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the introductory level:

4a: Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview

Ethics, Religion, & Society Focus Elective
Consistent with the mission of Xavier University as a Jesuit, Catholic university rooted in the liberal arts tradition, the Ethics/Religion and Society (E/RS) sequence of courses provides a basis for you to become intellectually, morally and spiritually educated individuals capable of critical reflection on ethical and religious questions of social significance from the perspective of multiple disciplines with unique methods. Through the E/RS elective, you will develop a more proficient and durable ability to reflect critically on ethical and/or religious questions of social significance.

This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the intermediate level:

1b: Students apply the approaches of multiple disciplines to a significant issue.
6a: Students investigate the root causes of injustice with compassion and academic rigor.

It also addresses these core learning objective(s) at an advanced level:

4a: Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview

Gender & Diversity Studies Major
The following is one of the five Student Learning Outcomes for students earning a B.A. in Gender & Diversity Studies. In this course, students will be able to:

2. Define key concepts, theoretical frameworks, and analytical methods in interdisciplinary diversity studies as related to the socioeconomic, political, psychological, and cultural experiences and positions between and among individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religious beliefs, and physical/mental abilities
**Peace Studies**
Peace Studies is a rapidly developing area of academic study which, from a variety of disciplines, examines:
- issues of peace, social justice, and ecological sustainability
- the causes and consequences of war and social conflict
- the requirements for peace and methods of conflict transformation
- the ethics of violence and nonviolence
- strategies and practices for fostering a more just, peaceful, and sustainable world

**Council on Social Work Education (CSWE)**
The Council on Social Work Education (CSWE) uses their Educational Policy & Accreditation Standards (EPAS) to accredit social work programs through supporting academic excellence by establishing thresholds for professional competence. CSWE (2015) states that:

> The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (p.5)

The full text of the Education Policy and Accreditation Standards (EPAS 2015) for Baccalaureate & Master’s Social Work Programs can be found at the following link:


The following CSWE EPAS 2015 competency components are addressed through the learning objectives of this course:

COMPETENCY 1: Demonstrate Ethical and Professional Behavior
COMPETENCY 2: Engage Diversity & Difference in Practice
COMPETENCY 3: Advance Human Rights & Social, Economic, & Environmental Justice

**COURSE POLICIES**

**Attendance**
It is the student’s responsibility to maintain an accurate attendance record with the instructors. It is imperative that you attend all classes from 5:30 until 8 pm and come prepared to participate. In emergencies only, an absence may be allowed due to illness or family reasons - documentation is required and all announcements, reading, assignments, and class work missed are the responsibility of the student to make up. **Students who miss more than two classes may have 20 points deducted from the participation portion of their final grade.** Any student who misses four or more classes (25% of semester) without a written excuse from a licensed health or mental health professional may be asked to drop the course or be given a failing grade.
Assignments:
1. All assignments are expected to be completed ON TIME. ON TIME means turned in during the beginning of the class. Late assignments will have 5% deducted for every day they are late.
2. All written assignments are to be typed with 1” margins, double spaced, Times New Roman 12 pt font and corrected for grammar and spelling (according to APA guidelines). Spell check does not catch everything (to/two/too – weather/whether – hear/here). PLEASE READ and correct your papers before you hand them in for a better grade.
3. All references in written assignments shall be cited according to the format and guidelines described in the Publication Manual of the American Psychological Association (6th ed.). A copy of this publication can be viewed in the Social Work Department Office or in the library. Electronic reference formatting is also described online by the APA at www.apastyle.org/elecgeneral. When searching for sources, start with the Xtreme subject guide set up through the library website and use the data base social work abstracts.

Electronics Etiquette
To enhance the learning environment for all in the class, please make sure all devices are placed on silent and put away during class to reduce distractions to you, to those around you, and to the professor. If, for whatever reason, a student must take an emergency call, please leave the room to complete the call. This year, professors may need their cell phones in class because there has been a change in the process for requesting technology assistance. Faculty must call the technology assistance phone number for help.

The use of laptops in class for “note taking” has been increasing. Some use is legitimate. But, in our days of multitasking, professors are aware that students are also checking e-mail/Facebook/twitter, editing the paper for the next class, shopping, etc. The laptop use is distracting to the student using it as well as those next to and behind it. Everyone behind the student can see what the student is doing which makes them think of doing it as well. And it is distracting to the professor. The newest research [several links are included below] is showing that, in general, hand written notes are better for long term learning comprehension. Most social work courses are taught for people to learn ideas and concepts and theories rather than absolute verbatim memorization. Therefore, the social work department strongly encourages note taking by hand rather than laptops in all social work courses. Legitimate use of a laptop for note taking should be as silent as possible and does not involve connecting to the Internet except for specific activities as directed in class. Please check out the links below.


Accommodations for Special Needs
It is our goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact Cassandra Jones to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, we encourage you to do so by contacting Cassandra Jones, by phone at
513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu, as soon as possible as accommodations are not retroactive.

**Academic Honesty & Ethical Conduct**
Honesty and integrity are essential qualities in the academy as well as in the practice and profession of social work, as stated in the National Association of Social Workers Code of Ethics. No student should submit work that is not his or her own. Social work majors are expected to adhere to ethical principles in their academic work as set forth in Xavier University’s Code of Student Conduct. At a minimum, expectations for all students in this course include no cheating, plagiarism, fabrication, or falsification of any work you turn in for any social work course, including field education hours. Academic dishonesty includes, but is not limited to, such things as obtaining papers or case analyses online, falsely claiming to have done your fair share of group work without having done so, cutting and pasting to or from documents developed by other people, using others’ work (quotes, ideas, etc.) without attribution to the original author, writing a reflection on an event or interview in which you did not actually participate, using notes or materials from prior students to complete assignments, and taking online quizzes/tests with other students when it is expected that the assessment be completed individually.

Incidents of academic dishonesty will be reported to the University as appropriate, usually the college dean’s office, and may result in sanctions ranging from a zero for the assignment to an F grade for the course to being terminated from the major and/or expelled from the university. Further information about the Code of Student Conduct and academic honesty can be found in the Student Handbook at [http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf](http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf) as well as on the Registrar website at [http://www.xavier.edu/registrar/ugrd_policies.html](http://www.xavier.edu/registrar/ugrd_policies.html)

**EVALUATION & GRADING**

<table>
<thead>
<tr>
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<th>Points</th>
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<tr>
<td>Values Autobiography</td>
<td>50</td>
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<tr>
<td>Position Paper</td>
<td>155</td>
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<tr>
<td>Poverty Budget</td>
<td>100</td>
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<tr>
<td>Campus Event/ Senior Citizen Interview</td>
<td>100</td>
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<tr>
<td>International Comparison</td>
<td>155</td>
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<td>Participation/Attendance</td>
<td>40</td>
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**Grading Criteria**

1. Answers are evaluated within the context of the class. The same question would require a different response in a policy class vs. an institutions class vs. a practice class.
2. In questions where **illustrations** are important to fully explain an answer: (i) are they provided; (ii) are they relevant to the question; (iii) are they explained in a way that supports your answer to the question?

3. For **highest grades**: (i) was the answer thoughtful and reflective; (ii) was it comprehensive; (iii) was it free of spelling and/or grammatical errors; (iv) were other relevant sources cited, such as from the text; (v) what level of analysis is evident in the answer?

4. **Lowest grades** accorded to: (i) answers that do not show evidence of having completed class readings and other assignments; (ii) answers that do not show enough reflection or analysis to give a thoughtful, coherent response; (iii) responses that are inaccurate or missing; (iv) answers with many spelling and/or grammatical errors, illegible handwriting or too messy or unorganized to follow.

5. **Average grades** are accorded to: (i) responses not necessarily inaccurate but given in the narrowest possible terms showing minimal reflection or analysis; (ii) papers with some spelling and/or grammatical errors.

**Class Participation Grading:**
A = consistently well prepared for class, actively listens, contributes insights, responds to questions in ways that further to discussion, connects material with current events
B = prepared for class and demonstrates thoughtful engagement with the material and the class
C = inconsistently prepared for class and is infrequently engaged with the material
D = minimally prepared for class and shows a lack of interest in the course material
F = shows lack of interest in the course, is frequently late or absent, and regularly demonstrates a lack of commitment to the class

### ASSIGNMENTS

1. **Article Share and Tell (Due twice in semester) – 5 points, part of participation grade**
   Bring in an article related to the class topic of the week. Verbally summarize the article and share the ways in which it relates to the weekly topic. This article does not have to be current news. Each student will sign up to bring two articles in the semester. One article must be internationally related.

2. **Values Autobiography (Due 9/6/16) – 50 points**
   The purpose of this assignment is to better understand the values underlying social welfare as an institution in this country by having a better understanding of one’s own values as a person and as a potential future social worker. A handout with additional guidelines will be provided. The paper should be 4-5 pages in length.

3. **Poverty Budget Assessment and Reflection (Due 9/20/16 & 9/27/16) – 100 points**
   Within your groups complete the Poverty Budget Assessment, researching and filling in the specific sections. Afterwards, there will be a class discussion combining all the information that each group discovered. Once the class discussion is finished, respond to the Poverty Budget Reflection handout.

   Additionally, in order to get a first hand experience of one of the obstacles many face in poverty, each person is to ride the bus to a destination and back to campus. Examples
include to work, the Shelterhouse, or the laundry mat.

4. **Position Paper and Presentation (Due 10/11/16) – 150 points**
   A list of topics/positions selected from *CQ Researcher* database will be disseminated in class. Write a 5 page paper using at least 3 references from professional journals analyzing and supporting your own position on one of the opposing viewpoint topics about welfare, poverty or homelessness.

   Grades will be based on both the written paper and in-class presentation. Presentations should be polished and convincing.

   The paper should include:
   1. A summary of both viewpoints
   2. A description of the controversy that clarifies any ethical dilemmas
   3. An explanation of your position
   4. An identification of underlying values and supporting arguments from your research
   5. Clarification on how you chose your position

5. **Campus Event* Reflection or Senior Citizen Interview (Due 11/15/16) – 100 points**
   * event must be pre-approved by the professor
   Attend one of the pre-approved events and write a 2 page reflection. Within the reflection, provide a summary of the event you attended and why it is related to the class. Address which primary social justice issue was addressed and which social institution(s) are involved. Finally, discuss strategies to promote justice on a micro, mezzo, and macro level.

   Or, complete an interview of a person who is an adult whom is older (65+) using the handout provided in class as a guide. Type a 2 page paper summarizing the interview. Not all questions need to be referenced in the paper, but all questions should be asked during the interview.

   The paper should be written as a descriptive biography giving a clear picture of your interview and details of the person’s life. It should **not** be written as a summary of answers to the questions asked.

6. **International Comparison and Presentation (Due 12/13/16) – 155 points**
   Choose one social welfare program/service/issue from this semester’s readings. Citing your research, explain how the US attempts to resolve the issue. Find three credible current news/journal articles about how another country deals with the same issue.

   The paper should include:
   1. A 3 page summary about how the USA manages the program/service/issue
   2. A 3 page summary about how an opposing country manages the program/service/issue
   3. Discuss, within each summary, what values you see represented in that country, as a result of how they are managing the program/service/issue.
   4. Write a conclusion identifying the primary social institution involved as well as primary ethical and social justice issues. Discuss how each country’s response is or is not in line with social work values and the mission of the social work profession.
COURSE SCHEDULE
Please note schedule is subject to change.
All assignments are to be read and/or completed for the day on which they are listed.

Social Welfare As The Collective Well Being Of All:
Who & What Is Valued By Whom?

8/23/16
Introductions, Syllabus, Ground Rules for class discussions, Values Reflection

Receive in class:
Values Autobiography Handout
Poverty Budget Handout

8/30/16
What is Social Work? History of Social Welfare

Readings:
1. Van Wormer, Ch 3 “Emergence of SW
2. Seccombe Ch 5 “Day to Day Living and Decision Making”

9/6/16
Social Values, Social Welfare Values vs Social Work Values

Readings:
1. Van Wormer Ch. 1 “Social Work and Social Welfare
2. Van Wormer, Ch. 2 “American Social Values/International Values”

Due: Values Autobiography

Receive in Class:
Position Paper Handout

9/13/16
Putting a Face on Welfare, Poverty Defined

Readings:
1. Skolnick & Currie (1997), Ch. 4 “Missing from the News”
2. Seccombe, Ch. 1 “Intro: Putting a Face on Welfare”
9/20/16
Discuss Poverty Budget

Readings:
1. Schwartz-Noble, Ch. 2 “Hunger and the Always Poor”

Due: Poverty Budget

Receive in Class:
Poverty Budget Reflection Handout

9/27/16
Theories of Poverty and Social Welfare, Poverty in the US

Readings:
1. Seccombe, Ch. 2 (Historical and Persisting Dilemmas: How Do We Explain Poverty, What Should We Do about It)

Due: Poverty Budget Reflection

10/4/16
Environment and Social Work

Readings:
1. Van Wormer & Link, Ch. 4 “Environmental Sustainability and the Social Work Profession” (on Canvas)

10/11/16 &
10/18/16
Position Paper Presentations

Due: Position Papers

10/25/16
Economic Oppression

Readings:
1. VanWormer, Ch. 4 “Economic Oppression”

Receive in Class:
Senior Citizen Interview Handout
11/1/16
Economic Oppression, Social Oppression

Readings:
1. VanWormer, Ch. 5 “Social Oppression”
2. Seccombe, Ch. 3 “Stigma and Discrimination”

11/8/16
Human Rights, Healthcare, A Right or a Privilege?

Readings:
1. Van Wormer, Ch. 6 “Human Rights and Restorative Justice”
2. Van Wormer Ch. 9 “Health and Mental Health”

Six Major Social Institutions of Society:
How They Contribute to the Collective Well-Being and Overall Social Welfare of its Citizens

11/15/16
Six Major Social Institutions of Society, Social Welfare as an Institution, Religion as an Institution

Readings:
1. Whitaker & Frederico, Ch 8.
2. Seccombe, Ch. 4 “Why Welfare?”

11/22/16
Happy Thanksgiving

11/29/16
Family as a Social Institution, Education as a Social Institution

Readings:
1. Seccombe Ch. 6 “Living and Surviving Welfare: The Importance of Family, Friends, and Formal Support)”
2. Skolnick & Currie (2007), Ch. 22 “More than Welcome”
3. Schwartz-Noble, Ch. 3 “Hunger and the Military”
4. Skolnick & Currie (2007), Ch. 15 “At Many Colleges…”
5. Skolnick & Currie (2000), Ch. 4 “The Shame of Our Nursing Homes”

Due: Campus Event Reflection/Senior Citizen Interview
12/6/16
Economics as a Social Institution, Government as a Social Institution

Readings:
2. Skolnick & Currie (2007), Ch. 42 “Unjust Rewards”

12/13/16
Conclusion

Present International Comparisons

Readings:
1. Seccombe, Ch. 9 “Conclusion: Lesson Learned and Visions of Change”

Due: International Comparison