

COURSE OUTLINE

Sociology 140
Introduction to Social Welfare

I. Catalog Statement

Sociology 140 is an introduction to social welfare and social work. It provides an analysis of current functions and purposes of social welfare as an institution. This course examines social welfare within the context of cultural, economical, political, psychological and social forces in the United States and other nations. Knowledge, values and skills underpinning social work practice are introduced in this course.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations

Skill Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math: 3

Prior to enrolling in the course, the student should be able to:

1. read at the 10th – 12th grade level;
2. write somewhat loosely organized short essays; language may reflect weaknesses in grammar, spelling, vocabulary, and punctuation, but content is usually clear;
3. take lecture notes; follow extended and fairly complex oral directions; participate in class or group discussions;
4. add, subtract, multiply, and divide signed numbers, as well as solve simple equations.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. identify basic human needs and individuals whose needs are not being met due to their lack of access to basic resources;
2. explain how groups such as the homeless, those with diseases such as human immunodeficiency virus (HIV) or AIDS, mental illness, etc., become stigmatized by society;
3. assess theories and trends in history as they relate to human services;
4. define the various theoretical perspectives and the conflicts they may have with one another (e.g. human service, humanistic, behavioral, etc.);

5. describe methods and theories of meeting civic and social obligations in society.

IV. Course Content

Total Contact Hours = 48 hours

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|----|---|---------|
| A. | Human Services in the United States Today | 6 hours |
| | 1. The role of primary social supports in meeting needs | |
| | 2. An overview of human services | |
| | 3. Falling through the safety net | |
| | 4. Political controversy and human services | |
| | 5. The impact of contemporary problems on needs | |
| B. | Groups in Need | 6 hours |
| | 1. America's poor | |
| | 2. Children | |
| | 3. People with disabilities | |
| | 4. People with mental illness | |
| | 5. The homeless | |
| C. | Human Services in Historical Perspective | 2 hours |
| | 1. Early civilizations | |
| | 2. The Middle Ages | |
| | 3. The Renaissance | |
| | 4. Human welfare services since the Renaissance | |
| | 5. Mental health services since the Renaissance | |
| D. | Theoretical Perspectives | 6 hours |
| | 1. The medical model | |
| | 2. The human services model | |
| | 3. The psychoanalytic viewpoint | |
| | 4. The humanistic perspective | |
| | 5. The behavioristic model | |
| E. | The Human Services Worker | 6 hours |
| | 1. Characteristics of effective helpers | |
| | 2. Factors that influence the use of skills | |
| | 3. Human rights, the law, and human services | |
| | 4. The worker in group settings | |
| | 5. The worker in the community | |
| F. | Careers in Human Services | 4 hours |
| | 1. Generalist human services work | |
| | 2. Creative arts | |
| | 3. Child care | |
| | 4. Alcohol and substance abuse | |
| | 5. Social work | |
| G. | Social Policy | 6 hours |
| | 1. Social policy in modern times | |

2. The scope of social policy
3. Factors in establishing social policy
4. The implementation of social policy
5. Critical thinking

- H. Social Welfare's Role In Prevention 6 hours
1. Historical methods of prevention
 2. Different levels of prevention
 3. Importance of emphasizing prevention
 4. Obstacles to prevention
- I. Current Controversies & Issues 6 hours
1. The clash of values in social policies
 2. Target populations: the struggle for support
 3. Professionalism in human services
 4. The role of human service workers
 5. Whom human services workers serve.

V. Methods of Instruction

The following instructional methodologies may be used in the course:

1. lecture and class discussion;
2. small group projects, activities and presentations;
3. multi-media presentations.

VI. Out of Class Assignments

The following assignments and methods of evaluation may be used in this course:

1. Volunteer work (e.g. at a homeless shelter);
2. Journal (application of sociological theories in examining volunteer experience).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. mid-term examinations;
2. final project.
3. final exam.

VIII. Textbook

Burger, William. & Youkeles, Merrill.. *Human Services in Contemporary America*. 6thed. Belmont, CA: Brooks/Cole, 2004. Print.
13th Grade Textbook Reading Level. ISBN: 0-534-54747-8.

Poindexter, Cynthia. & Valentine, Deborah. *An Introduction to Human Services: Values, Methods, and Populations Served*, 2nd ed. Stamford, CT: Cengage, 2007. Print.
13th Grade Textbook Reading Level. ISBN: 978-0-495-00792-7

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. identify basic human needs and individuals whose needs are not being met;
2. explain how groups such as the homeless, those with HIV or AIDS, mental illness, etc., become stigmatized by society;
3. assess theories and trends in history as they relate to human services;
4. define the various theoretical perspectives and the conflicts they may have with one another (e.g. human service, humanistic, behavioral, etc.);
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