

**SCHOOL OF SOCIAL WORK
ST. CATHERINE UNIVERSITY/UNIVERSITY OF ST. THOMAS
MSW PROGRAM**

*Ours is a 'big tent' classroom...
which welcomes diversity under a large canopy of grace and common purpose.*

I. COURSE TITLE: History and Philosophy of Social Work
GRSW 500T (02): Tuesdays @ 4:40 - 7:05 p.m., 324 Summit (St. Thomas)
GRSW 500C (03): Wednesdays @ 1:35 – 4:00 p.m. 312 Mendel (St. Catherine)

COURSE VALUE: Three Semester Credits

INSTRUCTOR: Mary Ann Brenden, MSW, LICSW
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Office hours: Tuesday and Thursday, 10 – 11:30 a.m. and by appointment.

TEXTS (Required):

Day, P. (6th Ed.) *A New History of Social Welfare*. Englewood Cliffs, New Jersey: Prentice Hall.

Wenocur, S. & Reisch, M. (1989). *From Charity to Enterprise*, Champagne: University of Illinois.

Social Work for Social Justice: Ten Principles. School of Social Work, College of St. Catherine/
University of St. Thomas, 2006. (This document may be purchased in laminated form at the bookstore or
downloaded from BlackBoard.)

Szuchman, L. & Thomson, B. (2004/2nd Ed.). *Writing with Style: APA Style for Social Work*. Stamford,
CT.: Brooks/Cole.

Additional Readings:

Each student will be assigned one of the additional readings below.
(Please do not purchase the following books until after the first class.)

The Dangerous Classes of New York. 1872. Charles Loring Brace. NASW Classic Series.

Twenty Years at Hull-House. 1910. Jane Addams. A Signet Classic.

Social Service and the Art of Healing. 1915. Richard C. Cabot, M.D. NASW Classic.

Social Diagnosis. 1917. Mary Richmond. Russel Sage Foundation.

Common Human Need. 1945. Charlotte Towle. NASW Classic.

Reveille for Radicals. 1969. Saul Alinsky. Vintage Books.

LIBRARY ORIENTATION:

Students are encouraged to attend a *Library Refresher Session* at CSC and/or UST. Please check with the
libraries about when these sessions are offered.

II. COURSE DESCRIPTION

The course provides a foundation for the graduate social work curriculum. Special emphasis is placed on understanding the history, legacies, philosophy of social welfare and social work. This course provides students the opportunity to explore the ethics, purposes, and the sanctions for practice historically characteristic of professional social work practice.

III. COURSE OBJECTIVES:

A. Knowledge of the following:

1. Historical development of social work as a profession, including both a knowledge of the historical literature of social work and a personal perspective on the philosophy of social work.
2. History of social welfare from perspectives of social change and social control as well as social services and social reform.
3. Values, values conflicts, and ethical decision making in professional social work.
4. Social problems and distinguishing them from personal troubles.
5. History of the development of a multicultural society and its impact on social welfare.
6. Social systems, the interaction between client systems and their environment.
7. Social change, including factors facilitating change and obstacles to change and social policy as a process of change.
8. The historical oppression of people of color, women, the poor, gays, lesbians, disabled & aged persons, and those with religious, cultural or ethnic backgrounds that result in oppression.
9. Social justice principles which emerge from Catholic Social Teaching and their application to justice-focused social work practice.
10. An understanding of historical legacy of leadership provided by the social work profession and leaders as well as challenges facing practitioners today and in the future.

B. Skills in:

1. Responding to human diversity by recognizing, respecting and accepting the needs and preferences of members of diverse cultural and lifestyle groups, including women, people of color, gays, lesbians, the poor, disabled, aged, and those with religious, cultural or ethnic backgrounds that result in oppression.
2. Recognizing and managing one's own beliefs, values and attitudes.
3. Understanding one's own commitment to social work as a profession.
4. Clarifying the implications of professional ethics in specific situations and personally rejecting and encouraging others to reject unethical activities or plans.

5. Written and verbal communication skills, including presentation, discussion, and report writing. Students will work with objective facts as well as individual opinions and rationales.
6. Utilizing historical research documents and methods.
7. Clarifying the ways in which policies historically address issues by populations including various ages, culture, gender, sexual orientation, poverty, class, religion/spirituality, race, ethnicity.

IV. CONTENT OUTLINE

- A. Values in Social Welfare and Social Work
 1. American Social Values
 2. Issues of Oppression and Discrimination
 3. Professional Ethics
 4. Social Work for Social Justice: Ten Principles
- B. The Institution of Social Welfare
 1. Social Change and Social Control: Cause vs. Function
 2. Theoretical Perspectives on Social Welfare
 3. The Profession of Social Work
 4. Practice Models: The Integrative Model
 5. Policy development history: The politics of whose needs get served across the lifespan. The interface of age, culture, gender, sexual orientation, poverty, class, religion/spirituality, race, ethnicity.
- C. Historical Study
 1. Historiography and Critical Thinking
 2. Using Archival Resources and Primary Documents
- D. The Historical Development of Social Welfare and Social Work
 1. Political Economics of Early Societies
 2. Beginning of the Welfare State: Elizabethan Poor Law
 3. Welfare in the American Colonies
 4. America to the Civil War: Private Philanthropy
 5. The Industrial Revolution: The Profession Emerges
 - a. Charity Organization
 - b. The Settlement Movement
 6. The Progressive Era, War, and Reaction
 7. The Great Depression & New Deal
 8. World War II & Its Aftermath: Growth and Tensions
 9. Building Professional Theory and Structures
 11. The Civil Rights Movement and the War on Poverty
 12. Retreat and Reaction
 13. Current Devolution in the Welfare State
- E. Leadership and Social Work Practice: Social Justice and the Future.

V. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Classroom accommodations will be provided for qualified students with documented disabilities. Students are required to contact the Enhancement Program at the University of St. Thomas or Resources for Disabilities at the St. Catherine University about accommodations for their courses within the first two weeks of the term. Appointments can be made at the Enhancement Program by calling 651-962-6315 or the Resources for Disabilities office at 651-690-6563. For further information you can locate the Enhancement Program on the web at <http://www.stthomas.edu/enhancementprog/> Resources for Disabilities at <http://minerva.stkate.edu/offices/academic/oneill.nsf>.

VI. COURSE REQUIREMENTS:

Requirements for this course are based on respect for adult learners and on common expectations for professional graduate education. Students are encouraged to familiarize themselves with the written policies of the School of Social Work included in the MSW Student Handbook. In particular, students should be aware that this course will adhere to CSC/UST policies for academic honesty. Information on proper documentation of sources in written work will be provided.

A. CLASS ATTENDANCE/PARTICIPATION/CLIMATE

Attendance:

Punctual attendance at all classes is expected. If a student must miss class, it is expected that the student will contact the instructor prior to class or as soon as possible if the absence is due to illness or accident. If a student misses more than the equivalent of two classes, the student may be asked to drop the class. Two tardies are equivalent to one absence. Students who do not attend all classes may not be eligible for a final grade of "A" for the course. Students with more than two absences may be ineligible for a passing grade in the course.

Participation:

This course includes a variety of class activities and discussion. The thoughtful participation of each student is critical to the quality of learning of the class as a whole. Students are requested to come to class on time and prepared to discuss the reading assignments.

Climate:

Ours is a 'big tent' classroom. Diversity is valued as an important resource in the classroom which enhances the learning experience. Unity in the common bond of learning is valued. Unity is distinguished from uniformity; diverse positions/opinions are respected. Our tent has no rigid walls or exclusive boundaries. The center pole of our tent is the spirit of mutual regard for each person and a commitment to encounter and engage the course goals, the texts/readings and each other with openness, honesty and respect.

To maintain a professional climate in the classroom, students are asked to refrain from eating. Beverages are permitted.

Influenza Statement:

St. Catherine University and the University of St. Thomas are committed to maintaining a healthy campus community. During the 2009-2010 academic year, there will be ongoing concerns regarding the prevalence among university faculty, staff and students of both the H1N1 virus and seasonal influenza.

To help limit the spread of these illnesses, the Center for Disease Control has provided college campuses the following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should consult the pandemic web sites <http://minerva.stkate.edu/offices/administrative/emergency.nsf> <<http://minerva.stkate.edu/offices/administrative/emergency.nsf>> or <http://www.stthomas.edu/pandemic/plan/default.html> <<http://www.stthomas.edu/pandemic/plan/default.html>>

St. Catherine students should contact their professor by email about their absence. St Thomas students should complete an on-line form informing professors of their absence. In accordance, faculty will provide opportunities for these students to participate in alternative educational delivery due to this illness.

B. CRITICAL ANALYSIS: READING ASSIGNMENTS

The purpose of the *Critical Analyses* is to assist students in reading the texts with a critical eye and preparing for class discussions. These are provocative texts that will generate much discussion. To facilitate discussion, it is imperative that students read the assignment for each class and be prepared to contribute. To prepare for discussion, consider the readings through the following critical analysis:

- 1. List 3 of the primary concepts addressed in the reading (5 points).** Note: I am looking to see if you are able to discern the most important concepts addressed in the reading. Your statements should go beyond simply stating the concept... they should demonstrate that you understand the concept. Clear and concise writing is essential. **Please itemize and number your concepts.**
- 2. Your response to the reading/article (1 point).**
Speak from your own experience about what you just read... Use the first person... Speak with both your heart and mind engaged!! In your response, I am hoping to see evidence that you are 'personally getting involved' with the reading... that you are actively reading and thinking. Sometimes it is helpful to imagine yourself dialoguing/arguing/agreeing with the author. This should be a personal statement that reflects **your** thoughts and reactions to the reading. (One brief paragraph.)
You may wish to explore one of the following questions:
 - Is this 'telling of history' consistent with what you have previously learned about history? How is it similar? How is it different?
 - What questions/topics arise for you that you would like to explore in class? Especially consider issues relating to social work values, oppression and discrimination, populations at risk and social justice/injustice.
 - What are the areas of agreement/disagreement you have with the authors' analysis?
 - We each experience content differently often based on our own experiences. Sometimes when we are least comfortable, we are learning the most. Discuss content which elicited strong reactions.
 - What truths are you discovering/learning?
- 3. Social justice perspective (2 points)**
Select one principle from *Social Work for Social Justice: Ten Principles* and write a brief paragraph applying this principle to the reading demonstrating your understanding of the principle and the way in which it is evident in the period covered in the reading. Use a different principle each time so that you eventually address all of them.
- 4. Specific application of the reading/article to contemporary society or social work practice (2 points)** In the last paragraph, identify a concrete example of how a concept in the reading applies

to contemporary social welfare/social work practice. I want to know that you are making connections between what you are reading and what is happening today in society and our profession. A couple of illustrations...

- If you are focusing on historical practices of institutional care, compare/contrast them with specific practices used today (i.e. practices that are similar/ practices that have changed and are different)
- If you are focusing on public assistance policies, site specific ways in which policies of today compare or contrast with those of another era

Critical Analyses should be word processed, double-spaced, and should not exceed one (1) page. Points will be deducted for writing that is not clear or proper.

Critical analyses papers are due in class on the day the reading assignment is due.

Each is worth 10 points as noted above.

C. FISHBOWL DISCUSSIONS

Each student will read a primary source and participate in a fishbowl discussion with a team of students reading the same work. The purpose of this assignment is to experience first-hand significant historical works by social work leaders which illustrate pivotal social work issues, philosophies, and developments and define our profession. As the team uses critical thinking, reading and discussion skills, the class as a whole is exposed to the ideas and issues in the readings and the teams' reactions to them.

On the day each book is scheduled for class discussion, the team will:

- 1) Provide a one (1) page handout describing the book with a copy for each class member
- 2) Provide a "fish bowl" discussion of the book
- 3) Facilitate a class discussion of the book

The team should strive for **lively!** discussion both within the "fish bowl" and with the class. Each discussion will be allocated 30 minutes--about 15-20 for the "fish bowl" and 10-15 minutes for the class as a whole. Suggestions for successful fishbowls will be discussed in class. The team is responsible for time management and for facilitating the class discussion. Any group member absent on the day of the fishbowl will need to negotiate a make-up assignment.

D. CRITICAL BOOK REVIEW: DUE THE NEXT CLASS AFTER THE BOOK IS DISCUSSED

The purpose of this assignment is to gain skills in critical thinking and concise analytical writing and to explore in depth the value of historical sources for current clinical practice. Each student will write a critical review on one of the additional reading assignments (bottom of page 1). This review should be **double-spaced, and about 4 pages long**. It should succinctly discuss in essay format the question: **"What is the value of this book to clinical social work?"** The student should state a **clear thesis** in response to this question and **support that thesis** through illustrations and examples from the text. The essay should address both **strengths and limitations** of the book, and should **apply relevant concepts from the course**, especially regarding the historical development of social work, values and ethics, diverse populations and women, oppression/discrimination, social justice/injustice and the Integrative Model of social work practice.

As you consider the overarching question **"What is the relevance of this book to clinical social work practice?"** you should address the following questions:

- What is the context of the times (issues, events, social conditions, etc.) to which the author is responding?
- How does the author view the social work profession and the role of social worker?
- How are social work values/ethics reflected in this book?
- How are the needs of diverse groups/populations-at-risk (particularly women) addressed?

- Reflecting on *Social Work for Social Justice: Ten Principles*, how is social justice/injustice addressed?
- How is the Integrative Model of Social Work practice reflected in this book?
- What are the strengths and shortcomings of this book?

The book review will be graded on the student's ability to **effectively state and support in depth a meaningful thesis** through critical thinking and writing skills reflected in the essay through the following:

- *thoroughness (addressing the content described above: context of the times, etc.)
- *organization (introduction, paragraphing, transitions, conclusion)
- *logical development (adequate and appropriate support for points, compelling conclusions)
- *accuracy and clarity of ideas (thoughtful reading of the text, well-articulated points)
- *depth & breadth (referring to questions outlined above in the support of the thesis)
- *appropriate citation of ideas and quotations (APA format required),
- *proper writing (spelling, sentence structure, punctuation, grammar).

E. HISTORICAL RESEARCH & PRESENTATION

The purpose of this assignment is to provide an opportunity for students to explore a chapter of social welfare history, to handle actual primary documents, and tell a compelling story discovered through historical research.

Students will select a topic, agency, person, field of service, or issue related to social work for which primary documents are available. A variety of materials can be used (depending on the topic) such as autobiographies/ diaries, conference proceedings, historic magazine/journal articles, news clippings, agency records, correspondence, annual reports minutes of board meetings, etc. Students are expected to use multiple primary sources found in local museums, archives or agencies. (Documents found on the world wide web may be used to supplement your research but are not to be the primary source of your research.)

This assignment should be started early as it will necessitate trips to archival collections. The following resources will be helpful in conducting your research:

- Social Welfare History Archives (University of Minnesota)
- Minnesota History Center (St. Paul)
- Hennepin History Museum,
- Agency records and archival collections, public library, oral history interviews

Note: It is always advised that you contact the Archives/Museum/History Center ahead of time to pre-arrange your visit. Staff like to know your interests, will advise you as to whether their collection meets your research interest needs, and, frequently, will have materials ready for your visit.

A wide range of possibilities for topics exists. Some possible topics are:

- how an issue in the professional journals was covered/addressed during a specific time period or across time periods;
- the establishment/founding of a particular agency, institution, organization;
- analysis of an event or a movement and its implications;
- a particular person whose work dramatically affected society the profession
- the origins of a specific field of service in social work or a chapter of its history/development.

NOTE: IT IS IMPORTANT TO FOCUS YOUR RESEARCH CAREFULLY TO ENSURE DOABILITY!!

This assignment includes:

1. A **brief** class presentation designed to take listeners back into history and enter into and become part of this chapter of history. Your goal is to bring history alive! Props, costumes, etc. are encouraged. **Visuals are required. Presentations must demonstrate the use of primary sources and include citations from the primary literature.** Presentations will be done in teams of 3- 5 and will be limited to 20 minutes. There can be no more than 6 teams.

2. A **written report 6-8 pages in length** completed by the team which addresses:
 - I. Description of Topic/Focus of Research, Time Frame, and Purpose
 - II. Method/Process: Where did you find your primary documents? How did you go about your research?
 - III. Summary of Findings: What did you discover about this chapter of history? **Identify 3-4 of your major findings including a discussion on relevance of this history to present times. Your findings must include citations from the primary literature.**
 - IV. Application of course concepts:
 - A. Identify **two (2) concepts** learned in the course and discuss their application to this chapter of history. **Look for ways the materials reflects, responds to, and exemplifies what you have learned.**
 - B. Using *Social Work for Social Justice: Ten Principles* discuss how social justice/injustice is evident (or not evident) in this chapter of history
 - V. Bibliography (APA format) including **at least 15 primary sources (more sources for multiple team projects)** which reflect diverse forms (photos, maps, agency documents, correspondence, newspaper clippings, etc) (not from the www).

Primary sources should be properly cited in both presentation and report.

Secondary sources should also be listed separately.

Grading criteria: Please see the form used for grading and evaluation of this assignment. (Attached to syllabus.)

Grading criteria include:

1. clearly defined project (topic, Scope and time frame)
2. evidence of thoughtful planning and organization
3. effective presentation (successfully brings your chapter of history alive and summarizes content of written report)
4. well written report which thoroughly addresses the required content
5. documentation of consistent use of primary resources
6. bibliography including at least 10 primary sources (not from the www)

VII. GRADING POLICIES AND FORMULA:

- In order to earn full credit for an assignment, the assignment must be submitted on time. Assignments submitted late will be graded down.
- Grading will be on the letter grade system applying the standards established in the MSW catalog. Grading criteria are those of a graduate level course. **"A" grades are not to be considered a given in this course. Both quality of content, proper form and punctuality are evaluated in the grading process.**
- Students should refer to the Appendix I: Guidelines for Grading Writing Assignments for standards of proper **form.**
- **Content** is evaluated according to the following standards:
 - "A" Grade:** Assignment meets all the specified criteria/content and reflects an in-depth knowledge and understanding of the course material, presents creative or innovative ideas and conceptualizations, utilizes extensive use of references that reflect either **depth or scope** in assembling ideas or concepts, and reaches a **high level of critical analysis.** The assignment reaches **beyond analysis into application, prediction, or theorizing.** The student presents ideas or concepts worthy of further consideration, debate, and/or publication.
 - "B" Grade:** Assignment meets all the specified criteria/content and goes beyond the minimum requirements of the assignment. The student demonstrates a thorough knowledge and understanding of the topic, draws on a wide range of references effectively, and engages in analysis of the topic that reflects the **ability to critique the ideas. The content is best characterized as analytical.**

“C” Grade: Assignments meet the minimum requirements for the successful completion of the assignment. The student has sufficiently dealt with the question or purpose of the assignment, demonstrates a minimum knowledge and understanding of the topic and has made adequate use of references. **The content of the assignment is best characterized as descriptive.**

(Adapted 2003: P. D. Freeman)

Calculation of Final Grade:

<u>ASSIGNMENT</u>	<u>% OF GRADE</u>
Critical Analyses	25%
Fishbowl	25%
Book Review	25%
Symposium	25%

VIII. POLICY REGARDING INCOMPLETES

If you are forced by emergency circumstances to request an "incomplete", we will negotiate and sign a written agreement setting forth the requirements and time line for completing the course. Requests for such an option must be student-initiated. As stated in the Student Handbook, incompletes can only be awarded if the student has completed a minimum of one-half the required coursework at a "B" quality or above. You would need to approach me at least two weeks before the end of the course. An incomplete cannot extend beyond May 1, 2010; if it does, it reverts to an "F". An incomplete would ideally be completed prior to the beginning of spring semester.

GRSW 500 Syllabus: Appendix A
Guidelines for Grading the Writing Component of Assignments
(Note: Content Requirements are addressed within the description of each assignment.)

Papers Receiving **A** grades:

- a. The paper is well organized.
- b. The thesis statement is clear.
- c. The paragraphs have topic sentences that relate to the thesis statement and are well developed with smooth transitions within and between paragraphs.
- d. There are virtually no errors in punctuation or spelling, grammar or usage.
- e. Words are chosen with precision.
- f. Informal language or dialect is used only when appropriate.
- g. The paper avoids triteness and generalizations.
- h. The language is fresh and vivid.
- i. The paper is tight, not verbose (i.e. wordy).

Papers receiving **B** grades:

- a. The work is organized to a large extent, but the paragraph structure may some times be disjointed and there may be some rough transitions between and within paragraphs.
- b. The thesis statement needs to be refined or clarified.
- c. The paper may have a few awkward passages and some errors in punctuation, spelling, grammar, and usage.
- d. The language may be at times too general; it may lack the freshness or precision of the **A** paper.

Papers receiving **C** grades:

- a. Generally, the paper shows a logical plan but the paragraph structure may be disjointed or misplaced and there may be some rough transitions between and within paragraphs.
- b. The thesis statement may be detectable but needs to be refined or clarified.
- c. The writing is verbose, general, imprecise, or trite.
- d. Sentences may be awkwardly constructed, but their meaning is understood.
- e. The paper may have a few grammar, punctuation, and spelling errors.

Papers needing to be revised for passing grades:

- a. The paper may lack a clear thesis statement.
- b. The paper may be poorly organized with poor paragraphing.
- c. The language may be so muddled as to be unclear in several areas.
- d. Grammar, punctuation, usage, and spelling errors are highly distracting.

Source: Unknown.

I am grateful to the author and eager to acknowledge their work.

Please contact me if you know the identity of the author so that I may request permission and give due credit. Thank you.

GRSW 500 History and Philosophy of Social Work Final Grade Calculation

Student: _____

Requirement	Grade
Attendance/Participation	
Critical Analyses (25%)	_____
Fishbowl (25%)	_____
Book Review (25%)	_____
Research: Presentation & Written Report (25%)	_____
Final Grade	_____

GRSW 500: History & Philosophy of Social Work
Fish Bowl Discussion: Evaluation and Feedback

Students: _____

Text: _____

Criteria	Feedback
<u>Brief</u> Introduction provided (does not exceed 2 minutes) - Author bio - Context of the times	
Students engaged in discussion with enthusiasm... a lively discussion occurred!	
Discussion reflected accurate knowledge of - Text - Author - History Key concepts were addressed.	
All students participated and fairly shared in the discussion	
Compliance with time frame (30 minutes total)	
Course concepts were integrated in discussion	
Issues related to social justice were discussed	
One page handout effectively summarized the text and its importance in the history of social work practice	

Team Grade: _____

GRSW 500: History & Philosophy of Social Work

Critical Book Review: Evaluation and Feedback

Student: _____

Criteria	Feedback
A clear thesis is presented in the introduction	
Context of the times is described accurately	
Author's view of social work profession and role of social worker is discussed	
Values & Ethics content of text is discussed	
Author's treatment of diversity/populations-at-risk/ women is covered	
<i>Social Justice Principles</i> are addressed	
<i>Integrative Model</i> is considered	
Essay demonstrates mastery of text	
Thesis is presented and convincingly supported	
Strengths and limitations are addressed.	
Essay is well written (thorough, well organized, logically developed, positions are supported, proper grammar, etc.)	
APA format is used.	

Grade: _____

GRSW 500: History & Philosophy of Social Work
Symposium: Stepping Back Into History

Evaluation and Feedback

Student: _____

Criteria	Feedback
Clearly defined project	<u>Topic:</u> <u>Time Frame:</u>
Method/Process	<u>Source(s) of primary documents:</u> <u>Method/Process:</u>
Summary of Findings including... Commentary on relevance to present times	
Two Course Concepts	
Social Justice Principle (2)	
Use of primary resources evident through the use of citations:	Presentation Report
Bibliography: 15 primary sources (min.) Varied types & sources Proper citations	
Presentation: Effective Professional Brings history alive	
Report: Concise Thorough Properly written	

Grades: PRESENTATION _____ **REPORT:** _____ **OVERALL:** _____

VII. COURSE SCHEDULE

Date	Topic/Activity	Readings/Assignments
#1 Wed 9/9 Tues 9/15	Welcome to the “Big tent” Introductions Course Overview Historiography and the Power of Story Historical Research Use of Primary Literature Use of Archival Resources Reading Team Assignments & Meetings	
#2 Wed 9/16 Tues 9/22	Values in Social Work American Social Values & Ideology The Institution of Social Welfare The Integrative Model of Social Work Practice <i>Social Work for Social Justice: Ten Principles</i>	Claiming an Education Essay Family History Assignment Day 1 & 2 Read "Leading from the Left: Female Social Workers of the Second Generation" (by Brenden & Andrews)
#3 Wed 9/23 Tues 9/29	Indigenous Peoples of America Slavery in America Elizabethan Poor Law Welfare in the American Colonies America to the Civil War	Day 102-116, Ch. 5 & 6 Brace Fishbowl
#4 Wed 9/30 Tues 10/6	Understanding Who Gets Served & Who Doesn't Video: <i>Orphan Trains</i> or <i>The Dakota Conflict</i>	
#4 Wed 9/30 Tues 10/6	Civil War and Industrialization Settlement Movement A Political-Economic Perspective on Professionalization	Day 7 W & R 1-3 Addams Fishbowl
	Video: <i>Women of Hull House</i>	

#5 10/7 & 13	The Progressive Era The Emergence of an Enterprise Video: <i>A Passion for Justice</i>	W & R 4-6 Day 8 Cabot Fishbowl
#6 10/14 & 20	Rank & File Movement <i>Social Work Today</i> Professional Growth and Consolidation Video: <i>The Heart of Basset Place</i>	W & R 7-11 Richmond Fishbowl
#7 10/21 & 27	The American Suffrage Movement Video: <i>Iron Jawed Angels</i> (124 minutes)	Personal Interview of an female elder about women getting the right to vote
#8 10/28 & 11/3	The Great Depression and New Deal and Recovery The Professionalization of Social Work Video: <i>You May Call Me Madame Secretary</i>	Day 283 - 304 W & R 12-15 Towle Fishbowl
#9 11/4 & 10	World War II and Its Aftermath The Creation of a Social Welfare Industry	W & R 16 or 17 Day 304 - 321
#10 11/11 & 17	Civil Rights and War on Poverty Video: <i>I Have A Dream</i>	Day 10 Alinsky Fishbowl
#10 11/18 & 24	Retreat and Reaction Current Devolution in the Welfare State Video: <i>Ending Welfare as We Know It</i> or <i>Welfare Warriors</i>	Day 11, 12, 13
11/ 25	No Class.... Primary Research Opportunity	

#12 Symposium Presentations
12/1 & 2 1.
 2.
 3.
 Course Evaluation

Symposium Report Due
(For presentations done today)

#13
12/8 & 9 Symposium Presentations
 1.
 2.
 3.
 4.

 Course Closure

Symposium Report Due
(For presentations done today)