

**THE COLLEGE OF ST. CATHERINE AND THE UNIVERSITY OF ST. THOMAS
SCHOOL OF SOCIAL WORK
MSW PROGRAM**

- I. COURSE TITLE:** History and Philosophy of Social Work
GRSW 500C (01): Mondays, 7:20-9:45
108 Fontbonne Hall, CSC
Fall, 2009
- COURSE VALUE:** Three Semester Credits
- INSTRUCTOR:** Sheila M. Brommel, PhD, LISW
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Office Hours: Mondays, 1:00 – 4:00
Thursdays, 3:30 – 4:30 and by appointment.

CLINICAL COURSEWORK

HOURS TOWARD LICENSURE: *This course provides a minimum of 36 hours (of 72 required) of “social work ethics and values” necessary for the new Clinical Coursework Standards of the MN Board of Social Work.*

TEXTS (Required):

Day, P. (2009). *A new history of social welfare*, (6th ed). Englewood Cliffs, NJ: Prentice Hall.

Wenocur, S. & Reisch, M. (1989). *From charity to enterprise: The development of American social work in a market economy*. Champagne, IL: University of Illinois.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

School of Social Work, College of St. Catherine/University of St. Thomas (2006). *Social work for social justice: Ten principles*. St. Paul, MN: Author.

Additional Readings:

Each student will be assigned one of the additional readings below. (Note: these are **not** listed in APA style, as are the texts listed above). **Please do not purchase until after the first class.**

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

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. Russell Sage Foundation.

Common Human Needs, 1945. Charlotte Towle. NASW Classic.

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

II. COURSE DESCRIPTION

The course provides a foundation for the graduate social work curriculum. Special emphasis is placed on understanding the history, legacies, philosophy and values 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, value 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 the NASW Code of Ethics and their application to justice-focused social work practice.
 10. An understanding of the 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, and 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
 - 10. The Civil Rights Movement and the War on Poverty
 - 11. Retreat and Reaction
 - 12. 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 and Resources for Disabilities at 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/> or 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:

Students are expected to attend all classes. If a student misses a 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.

Students who do not attend all classes may not be eligible for a final grade of “A” for the course.

Pandemic Statement:

Saint 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://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.

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 expected to come to class on time and prepared to discuss the reading assignments. Discussion rules are developed by the class on the first day of the course to set parameters for engaged and respectful discussion.

Climate:

Ours is an open and respectful classroom. Diverse opinions and life experiences are valued as an important resource in the classroom which enhance the learning experience. Because we are a product of our culture and collective and personal histories, we will have both common and differing opinions, belief systems and interpretations of historical events. This course will go one step further by challenging students to reflect upon and analyze social welfare history in the context of *social work* ethics and values.

Please turn cell phones off or to vibrate during class.

B. READING ANALYSES

The purpose of the *Critical Reading Analyses* is to assist students in reading the texts with a critical eye and preparing for class discussions. You will prepare a Reading Analysis for **seven of the nine weeks** there are assigned readings. 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 by reflecting on the following items:

1. **A concise summary of 4 key concepts addressed in the reading/article** (one paragraph): 4 points
Identify the *most important* concepts. Additionally, each of these concepts should be illustrated with an historical example (there are many in the reading) demonstrating that you understand the concept. This is typically the longest paragraph. Please number or bullet-point your concepts.
2. **Social Justice** (one paragraph) 2 points
Select one principle from *Social Work for Social Justice: Ten Principles* and apply this principle to the reading demonstrating your understanding of the principle and the way in which it is or is not evident in the period covered in the reading.
3. **Specific application of the reading/article to contemporary social work practice.** (2 points)
Identify a **concrete** example of how a concept in the reading applies to contemporary social welfare/social practice. I want to know that you are making connections between what you are reading and what is happening today in social work/social welfare. A couple 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, cite specific ways in which policies of today compare or contrast with those of another era.
4. **Clear and concise writing, proper grammar and punctuation.** (2 points)

Reading Analyses should not exceed one (1) page. They are due in class on the day the reading assignment is due. Each analysis is worth 10 points.

C. BLACBOARD DISCUSSION

Once during the semester, you will participate in a discussion regarding an article assigned in class. This online discussion counts for part of your participation in the course. If you do not participate, it is the same as missing a class period.

You will read: Abramovitz, M. (2001). Everybody is still on welfare: The role of redistribution in Social Policy. *Social Work*, 46 (4), 297-308. This article is available through UST library internet in Social Services Abstracts.

You will need to participate in the BlackBoard Discussion at least twice:

1. State the premise the author advances and why you agree/disagree with this premise (include a logical argument to support your position). Your first post is due by 9/30.
2. Respond to the position posted by another student including a rational argument for your response. Your second post is due by 10/4.

D. FISHBOWL DISCUSSION

Each student will read a work of historical social work literature 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 primary works by historical social work leaders, which illustrate pivotal social work issues, philosophies, and developments. 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 for each class member a one page handout describing the book
2. Provide a "fish bowl" discussion of the book. Possible formats include a free-form conversation, a planned debate among team members or an interview of the author.
3. Facilitate a class discussion of the book. The team should have questions prepared to ask the class and also be ready to answer questions.

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. 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 NEXT CLASS AFTER THE BOOK IS DISCUSSED

The purpose of this assignment is to gain skills in critical thinking and writing and to explore in depth the value of historical sources for current clinical practice. Each student will write a 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 examples and quotes from the text. The essay should address both *strengths and*

limitations of the book, and should apply appropriate 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.

Paper Outline:

- I. Introduction. This will constitute a short introductory paragraph to the topic, which will include the thesis statement.
- II. Context of the Times. This will present issues, events, and social conditions to which the author is responding.
- III. Substantiation of Thesis. This includes the quotes and examples from the text which support your thesis and is the longest part. Remember, this section goes back to the question, “What is the value of this book to clinical social work?” Part of this discussion should include the author’s view of the social work profession and the role of the social worker.
- IV. Social Justice Analysis. You should address the following questions:
 - What American values and ideology, as Day discusses them, are evident in this book?
 - How are social work values/ethics reflected in this book? Particularly, how are the needs of diverse groups/populations (including women, people of color, vulnerable groups) addressed?
 - Reflecting on the most relevant *Social Work for Social Justice: Ten Principles*, how is social justice/injustice addressed by the author?
 - How is the Integrative Model of Social Work practice reflected in this book? In addition to identifying levels of intervention (micro, mezzo, macro), identify the character of the intervention (needs vs. rights, beneficence vs. social reform).

The book review will be graded on the student's ability **to effectively state and support in depth a meaningful thesis. This is best achieved through:**

- Thoroughness (address each bullet above)
- Organization (headings, introduction, paragraphing, transitions, conclusion)
- Logical development of thesis (adequate and appropriate support for points, compelling conclusions)
- Accuracy and clarity of ideas (thoughtful reading of the text, well-articulated points)
- 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 local social welfare history, to read and view actual primary source documents and tell a compelling story through historical research. Students will select a topic for which primary documents are available. This assignment consists of a formal APA style paper and a presentation.

Selecting a Topic:

A wide range of possibilities for topics exists. Topics usually center on a particular social work issue, agency or population. You'll need to put parameters around your topic, identifying: **1) Population, agency or issue, 2) time period, and 3) geographic area.** Some topic examples include:

1. How child neglect (issue) was addressed during the 1960s (time period, no geographic parameter necessary) in the professional journals.
2. The struggles and successes of Neighborhhod House in St. Paul (agency, geography) during the 1930s (time period).
3. The treatment of symptoms of mentall ill (issue/population) during the Cold War Era (1940-1960, time period) in Minnesota regional treatment centers (geography).
4. The nature of the relationship between police officers and social work professionals (issue) in the domestic violence intervention movement during the 1960s (time period) in a Minneapolis suburb).

Your topic should be AT LEAST 30 years old. (Prior to 1979). The time period you cover should not extend past this.

Source of Materials:

The following resources will be helpful in conducting your research:

- Social Welfare History Archives (University of Minnesota) www.special.lib.umn.edu/swha/
- Minnesota History Center (St. Paul) www.minnesotahistorycenter.org
- Hennepin History Museum (South Minneapolis) <http://hennepinhistory.org>
- Agency records and archival collections, public library

Before you settle on a topic, be sure to check that primary sources are available. A preliminary search on available archives' websites will help. Also, archive librarians are extremely helpful, and a brief visit with one could send you in the right direction for your topic.

Primary sources are materials that were created during the time period in which the study is focused. They present first-hand accounts where people or organizations actually experienced the phenomenon the researcher is studying. 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, photographs and oral history interviews. Students are expected to use multiple primary sources found in local museums, archives or agencies. For this paper, you cannot consider sources available on the internet as primary sources. Documents found on the internet may supplement your research, but are not part of these primary sources. Secondary sources should not be used to tell the story. Rather, they help affirm findings and fill in the gaps. The primary sources should tell the story.

This assignment should be started early, as it will necessitate trips to archival collections.

Assignment:

1. History Presentation/Symposium

Present a brief and interesting class presentation (10-12 minutes) designed to take listeners back into history. Your goal is to bring history alive! (props and costumes are not unheard of!) Visual aids such as PowerPoint, posters, handouts, photographs are required. Presentations should demonstrate the use of primary sources and include information outlined in the written report.

2. Written Report

- I. **Introduction:** this includes a description of the topic of research including the issue/population, time period and geography.
- II. **Method/Process:** This includes an overview of where you found your primary documents, a description of the kind of document used and perhaps any issues arising in finding materials that necessitated a change in topic or focus.
- III. **Summary of Findings:** This includes a Discussion of what you found out about your research topic. This should be organized in a logical way. It makes sense to make an outline of this section before writing it. This should be the largest portion of your paper.
- IV. **Application of Course Concepts:**
 - a. Identify at least two concepts learned in the course and discuss their application to this chapter of history.
 - 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. **Conclusion:** This should summarize the most significant findings and bring the paper to a close
- VI. **Reference List (APA format):** This is at the end of the paper and includes all of the primary sources you used in your paper (must be at least 10 primary sources). These should reflect diverse kinds of sources. Secondary sources should be listed on a second, separate list.

Be sure to use APA style. This includes no reference to yourself in the paper (do not use any first person references, such as “I”, “me”, “myself” etc.). In-text citations should be presented correctly and the past tense should be used throughout (this is a historical paper). The inclusion of quotes are effective (and recommended) when presenting many primary sources.

VI. GRADING FORMULA:

<u>ASSIGNMENT</u>	<u>% OF GRADE</u>
Attendance, Participation, Blackboard	20%
Reading Analysis	20%
Fishbowl	15%
Book Review	15%
Historical Paper/Presentation	30%

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.

VII. Course Schedule

Date	Topic/Activity	Reading/Assignments
Sept. 14	Welcome & Introductions Course Overview Historiography and the Power of Story Historical Research: Use of Primary Literature Use of Archival Resources Reading Team Assignments & Meetings	
Sept. 21	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> Videos: <i>Legacies of Social Change: 100 Years of Professional Social Work in the U.S.</i>	Reading Analysis 1 Day: Chapters 1 & 2 Read: <i>Leading from the Left: Female Social Workers of the Second Generation</i> (by Brenden & Andrews)
Sept. 28	Indigenous Peoples of America Slavery in America Elizabethan Poor Law Welfare in the American Colonies America to the Civil War Understanding Who Gets Served & Who Doesn't Video: <i>Orphan Trains</i> BlackBoard Discussion: (Sept 28-Oct 4) First post by 9/30 Second post by 10/4	Reading Analysis 2 Day: 102-116, Ch. 5 & 6 Read: <i>Everybody is still on welfare: The role of redistribution policy</i> (by Abramovitz)
Oct. 5	Civil War and Industrialization Settlement Movement A Political-Economic Perspective on Professionalization Video: <i>Women of Hull House</i>	Reading Analysis 3 Day: Chapter 7 W & R: Chapters 1-3 Brace Fishbowl
Oct. 12	The Progressive Era The Emergence of an Enterprise	Reading Analysis 4 Day: Chapter 8

W & R: Chapters 4-6

Video: *A Passion for Justice*

Addams Fishbowl

Oct. 19 Rank & File Movement
Social Work Today
Profession Growth and Consolidation of Social Work

Reading Analysis 5
W & R: Chapters 7-11

Video: *The Heart of Bassett Place*

Cabot Fishbowl

Oct. 26 The American Suffrage Movement

Video: *Iron Jawed Angels*

Personal Interview of a female
elder about women getting the
right to vote

Nov 2 The Great Depression, New Deal and Recovery

The Professionalization of Social Work

Video: *You May Call Her Madam Secretary*

Reading Analysis 6
Day: Chapter 267-288

W& R: Chapters 12-15

Richmond Fishbowl

Nov. 9 World War II and Its Aftermath

The Creation of a Social Welfare Industry

Video: The Democratic Promise

Reading Analysis 7
W & R: Chapter 16 or 17

Day 288-306

Towle Fishbowl

Nov. 16 Civil Rights and War on Poverty

Video: *Eyes on the Prize*

Reading Analysis 8
Day: Chapter 10

Alinsky Fishbowl

Nov. 23 Retreat and Reaction
Current Devolution in the Welfare State

Video: *Ending Welfare as We Knew It or Welfare
Warriors*

Reading Analysis 9
Day: Chapters 11, 12, & 13

Nov. 30 Symposium: Historical Research Presentations

Dec. 7 Symposium: Historical Research Presentations

Symposium Reports Due

Dec. 14 Course Conclusion
Course Evaluations

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

Evaluation and Feedback

Student: _____

Criteria	Feedback
Clearly defined project (3 points)	<u>Topic:</u> <u>Time Frame:</u>
Method/Process (3 points)	<u>Source(s) of primary documents:</u> <u>Method/Process:</u>
Summary of Findings (5 points)	
Application of Course Concepts (2 points) -Discussion of two course concepts -Identify Social Work for Social Justice principles	
Reference page of 10 primary resources which are diverse in nature: Citations used in presentation and report, APA style (2 points)	
Reference page including at least 10 primary sources which are diverse in nature (2 points)	
Effective Presentation (successfully brought your chapter of history alive) (10 points)	
Well written report (thorough, organized, proper writing, APA sylte etc.) (3 points)	

Grade: _____ (30)

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

Students: _____

Text: _____

Criteria	Feedback
Fishbowl Discussion Brief Introduction provided (does not exceed 2 minutes) -Author bio -Context of the times (2 points)	
Discussion reflected accurate knowledge of -Text -Author -History (3 points)	
Course concepts were integrated in discussion (3 points)	
Issues related to social justice were discussed (2 points)	
All students in group participated and fairly shared in the discussion. A lively discussion occurred! (2 points)	
Compliance with time frame (30 minutes total) Yes/No	
Students successfully engaged class in a productive discussion (2 points)	
One page handout effectively summarized the text and its importance in the history of social work practice (1 points)	

Team Grade: _____ (15)

**GRSW 500: History & Philosophy of Social Work
Critical Book Review: Evaluation and Feedback**

Student: _____

Criteria	Feedback
A clear thesis is presented in the introduction (2 points)	
Context of the times is described accurately (2 points)	
Author's view of social work profession and role of social worker is discussed (2 points)	
Values, ethics and ideology of text is discussed (Day) (including treatment of diversity, populations at risk/women) (2 points)	
<i>Social Justice Principles</i> are applied (2 points)	
<i>Integrative Model</i> is considered (2 points)	
Essay is well-written, demonstrates mastery of text and supported (thorough, well organized, logically developed, positions are supported, proper grammar, etc.) (3 points)	
APA format is used? Yes/No?	

Grade: _____ (15)