

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

I. COURSE TITLE: GRSW 500: History and Philosophy of Social Work
Fall, 2009

COURSE VALUE: Three (3) Semester Credits

INSTRUCTOR: Mari Ann Graham
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TEXTS: *A New History of Social Welfare*, 5th Edition. P. Day.
Allyn & Bacon, 2000.

*From Charity to Enterprise: The Development of
American Social Work in a Market Economy.* S. Wenocur
& M. Reisch. University of Illinois, 1989.

Writing with Style: APA Style for Social Work. L.
Szuchman & B. Thomlison. Wadsworth, Brooks/Cole,
2000.

Social Work for Social Justice: Ten Principles. School of
Social Work, College of St. Catherine/University of St.
Thomas, 2006.

Students will also choose one additional reading listed below:

****Please wait to purchase these books!****

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

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

Social Diagnosis. Mary Richmond. Russell Sage Foundation, 1917.

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

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

II. COURSE DESCRIPTION

This 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. 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.
10. Historical development of aging policies and impact across the lifespan.

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 (Informed by social work ethics and Catholic social teaching)

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

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 & PANDEMIC POLICY

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 the College of St. Catherine 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>.

Pandemic Policy

The School of Social Work is committed to 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 MSW students are unable to attend classes due to this self-isolation recommendation, they should consult the university's pandemic web site <http://www.stthomas.edu/pandemic/plan/default.html> and 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.

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 related to the proper documentation of sources is found in the 3rd required text, *Writing with Style*.

A. Attendance & 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. In addition, the group experience cannot be replicated through individual papers or reading. To reflect the value of

preparation and participation, students' grades will be based in part on attendance and participation. Students are requested to come to class on time and prepared to discuss the reading assignments.

B. Climate

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. Listening to views other than your own, being able to understand and appreciate the other person's point of view and the ability to articulate your own point of view will foster the creation of this environment. We will dialogue in 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.

Please turn off cell phones during class.

C. 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. ASSIGNMENTS, GRADING, and COURSE SCHEDULE:

Readings and assignments will be negotiated with students and announced well in advance. Students will be expected to read the required texts and complete assignments as negotiated. The pacing of the readings as well as the due dates for assignments will be negotiated and a written schedule of due dates, reading assignments and proposed in-class activities will be distributed shortly thereafter.

This collaborative teaching/learning method is consistent with social work ideology and practice related to empowerment. It seems only fitting that this course provide students with an actual experience of empowerment as learners.

This format maximizes student input and responsibility to the learning process. It **allows for** flexibility and responsiveness with respect to the unique needs of each class. It **requires** both flexibility and discipline from students **and** the instructor so that the course objectives are accomplished and content is not sacrificed.

This blend of flexibility and accountability may be welcome to some and troublesome to others. It may also seem deceptively "easy" when in fact it requires a high level of commitment from both instructor and students.

Students are responsible for securing due dates, reading assignments, etc. in the event they miss a class so that they are adequately prepared for each class. The instructor is responsible for keeping sessions focused and for bringing energy and creativity to the learning process. Both students and instructor bring their experiences to the process and are expected to use them constructively. Students are not presumed to be "blank slates", nor is the instructor incapable of learning from the students. The essence of this model is, **we learn from each other**. Students learn from each other as well as from the instructor, and *vice versa*. These are not easy roles, but the payoff is a dynamic, interactive process which closely resembles the helping process, particularly the process of empowering oppressed groups.

Please, raise issues of process in class as you feel the need arise. Or, if it is more comfortable, speak with the instructor outside of class to clarify any concerns.

Students will contract for an “A” or “B” for the course based on the following criteria:

Minimum Requirements for a “B”

- Attendance and preparedness for each class session
- Weekly, written reflections (1 to 2 pages) on readings
- Historical Expedition
This is an assignment done in pairs or small groups requiring research of a topic using primary source documents. Students will research the topic and develop and facilitate a creative, oral presentation of their findings to the class. Students may use of a “fishbowl” technique, or any other interactive presentation format. The purpose of these oral presentations is to demonstrate what students have learned from their archival research process and to show the relevance of historical documents to current social welfare issues.
- Mega-reflection/Synthesis Writing Assignment
Students will synthesize their weekly reflections looking for recurring themes or areas of personal interest, and use these informal writings as a basis for developing a brief formal piece of graduate level writing focused on a particular topic of interest that reflects consideration of multiple points of view, critical thinking and analysis. This brief (7 – 10 page) piece of formal writing will be explicit about core values guiding the analysis, and use a minimum of 5 professional references. Paper will demonstrate an understanding of principles in *Writing with Style*, and follow APA guidelines set forth in that text.

** Each of these assignments will be ungraded; students will be given full credit for completing them so long as they demonstrate a good faith effort in submitting their best efforts. If a good faith effort is not readily apparent, a student may be asked to revise and resubmit an assignment in order to fulfill the contract.

Requirements for an “A”

- Students will complete all of the requirements for a “B”
- **In-depth Application**
Students will take their thinking and analysis to another level by demonstrating their ability to **link historical issues to present realities**, using both historical and contemporary resources. This piece of **formal writing** (7 – 10 pages) may elaborate on an issue identified in the historical expedition or an issue that came up in their mega-reflection/synthesis assignment. It is an opportunity for students to go into **more depth**, make more **specific application(s)** to social work practice, and assist the student in **further clarifying** s/he has learned about social work **values and ethics**. This assignment should also reflect the principles articulated in *Writing with Style*, and incorporate professional references using APA format.

Details of this assignment may be negotiated with the instructor to make this assignment relevant to student needs and career aspirations while also insuring relevance to this course.

Due by the end of the semester.

Tentative Course Schedule

Week 1

Overview of course; negotiation of syllabus
Product vs Process orientations to learning
Ideas for balancing process and product in this course
What history is and isn't

Readings: Day, chapter 1 (pp. 1-29)
Wenocur & Reisch, Preface and Chapter 1 (pp. ix-xiii and 1-18)
Social Work for Social Justice: Ten Principles (hand-out)

Week 2

Values in Social Welfare
W&R's Political-Economic View of Professionalization
Discussion of SW for SJ: Ten Principles
Introduction to Archival Research

Readings: Day, chapters 2 – 4

Week 3

Field Trip to Andersen Library

Readings: Day, Chapters 6 & 7 (pp. 164 - 243)
W&R, Chapters 2 & 3 (pp. 19 – 45)

Week 4

An Overview of Social Welfare
Origins of Social Welfare
Social Welfare in the Americas
American Social Welfare State Begins
Historical Context for Professionalization/Relevance of Socio-Political Economies
Earliest Definitions of the Social Work Commodity

Readings: Day, Chapters 8 & 9 (pp. 244 – 319)
W & R, Chapters 4 – 6 (pp. 46 - 76)

Week 5

The Progressive Era, War & Recovery
The Great Depression and Social Security
Fashioning Social Work into Casework
Training the Commodity Producers
The State of SW at the End of the Progressive Era

Readings: W& R, Chapters 7 – 12 (pp. 77- 154)

Week 6

Growth & Consolidation of the Social Work Enterprise
Social Work Redefined
An Overview of SW Enterprise between 1930 and 1950

Readings: Day, Chapter 10
W&R, Chapter 13

Week 7

Welfare Rights and the New Reform Era
Misery Breeds Opportunity

Readings: Day, Chapter 11
W&R, Chapter 14

Week 8

A Return to the Past?
The Creation of a Social Welfare Industry

Readings: Day, chapter 12
W & R, chapter 15
The NASW Code of Ethics (handout)
Social Work for Social Justice: Ten Principles

Week 9

The Reactionary Vision
The Radical Challenge to the Profession
NASW Code of Ethics and Catholic Social Teachings

Readings: Day, chapter 13
W&R, chapter 16

Week 10

The Decline of Social Responsibility
Reshaping the Social Work Commodity

Readings: Day, chapter 14
W&R, chapter 17
Integrative Model of Social Work Practice (Hand-Out)

Week 11

The Integrative Model of Social Work Practice
Expanding the Social Work Enterprise

Readings: Day, chapter 15
W&R, chapters 18 & 19
Students prepare for oral presentations

Week 12

The Synergistic Cycles of History
Continuing Dilemmas of Profession Building

Readings: No New Readings
Students make final preparations for oral presentations

Students work on Mega-reflection/Synthesis Assignments

Week 13

Student Presentations of Historical Expeditions*

Week 14

Student Presentations*

Week 15

Student presentations*

Wrap-up, Course Evaluations

***Mega-reflection/Synthesis Assignment Due on one of these 3 weeks, no later than last week of class. In-depth Application Assignments due by the end of the semester.**