University of Wisconsin – Madison School of Social Work

Social Work 605: The Field of Social Work
Fall 2016 – Syllabus
Thursday, 3:30-5:25pm, Microbial Sciences Building 1420

Instructor: Melody Waring
Email: mwaring@wisc.edu
Office: 126 Social Work
Office Hours: Friday 11am-12:45pm and by appointment

I. CATALOGUE DESCRIPTION
Nature, purpose, function and organizational content of the profession. Historical development; a consideration of the development of the social welfare institutions, formation of social welfare policies and their impact on practice, and the role of the social work professional.

II. COURSE OVERVIEW
This course provides students with an introduction to the nature, purpose, function, and organizational content of the social work profession. We will trace the historical development of the profession in America’s uniquely mixed economy of public and private welfare institutions. Special consideration is given to key philosophical debates and dilemmas that have recurred over the last century of social work history, and how these have shaped what it means to be a social work professional in the 21st century American social and political context. The class is open to graduate students in the School of Social Work and related fields and is a professional foundation course for the master’s program in social work.

My main objectives for this course are that you:
- Become familiar with the history of social work and social welfare environment in America;
- Understand the social construction of “social problems,” and how the problems social work has set out to solve have evolved over time;
- Recognize and critique tensions, paradoxes, and conflicts within the practice of social work, particularly around issues of class, race, sex, and belief;
- Locate your own subjectivities and social work interest within the broader field.

III. COMPETENCIES, PRACTICE BEHAVIORS & ASSIGNMENTS
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of your education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measureable practice behaviors learned through classroom and field experiences, and which are derived from social work knowledge, values and skills. Social Work students will find that this course contributes to your achievement of the core competencies as follows:
<table>
<thead>
<tr>
<th><strong>Competencies Addressed in Course</strong></th>
<th><strong>Practice Behaviors Addressed in Course</strong></th>
<th><strong>Assignment(s) Measuring Behavior</strong></th>
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</thead>
</table>
| 2.1.1 Identify as a professional social worker and conduct oneself accordingly | • Advocate for client access to the services of social work.  
• Attend to professional boundaries.  
• Demonstrate professional demeanor in behavior, appearance, and communication. | Paper 3, In-class reactions |
| 2.1.2: Apply SW ethical principles to guide professional practice | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards of the NASW.  
• Apply strategies of ethical reasoning to arrive at principled decisions. | Papers 2-3 |
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | • Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
• Analyze models of assessment, prevention, intervention and evaluation.  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. | Papers 1-2 |
| 2.1.4: Engage diversity and difference in practice | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
• View selves as learners and engage those with whom they work as informants. | Paper 3, In-class reactions |
| 2.1.5: Advance human rights and social and economic justice | • Understand mechanisms of oppression and discrimination.  
• Advocate for human rights and social and economic justice.  
• Engage in practices that advance social and economic justice. | Paper 3, In-class reactions |
| 2.1.6: Engage in research-informed practice and practice-informed research | • Use research evidence to inform practice. | Paper 2 |
| 2.1.9: Respond to contexts that shape practice | • Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | Papers 2-3, In-class reactions |
**IV. COURSE CONTENT: Class Session Topics and Readings**

*Indicates this week of readings (i.e., weeks 2-11) can be used for Paper 1 topics*

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**PART 1: INTRODUCTION TO THE FIELD**

**September 8 (Week 1):**
Introduction to Social Work
- NASW. Who are Social Workers?
- [WILL WATCH IN CLASS]: Ted Talk, “I am a social worker” (Available at https://www.youtube.com/watch?v=Uw5qLiQERBg)

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**September 15 (Week 2):**

What is Social Work? Inherent tensions

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**September 22 (Week 3):**

What does Social Work solve? Social problems and constructionism

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**PART 2: ROOTS OF AMERICAN SOCIAL WORK**

**September 29 (Week 4):**

Late 1800s: White “relief” vs Mutual aid
*October 6 (Week 5):
Early 1900s: Friendly visitors vs Settlement houses
- [OPTIONAL – if you want original document]

*October 13 (Week 6):
Professionalization: Freud vs Rank; emerging and competing schools of social work

**PART 3: SOCIAL WELFARE AND THE CONSTRUCTION OF POVERTY**

*October 20 (Week 7):
Contextualizing public welfare: social contract vs social control
*October 27 (Week 8):
The New Deal: When affirmative action was white
- [Read from p. 120] Skocpol, T., & Ikenberry, J. (1983). The political formation of the American welfare state in historical and comparative perspective. *Comparative Social Research* 6, 87–147.
- [WILL WATCH IN CLASS]: Downey, K. “The Woman Behind the New Deal: Frances Perkins” Reading at the Kansas City Public Library (Begin at 4:44; Available at [https://www.youtube.com/watch?v=nCptni-Daq4](https://www.youtube.com/watch?v=nCptni-Daq4))

*November 3 (Week 9):
Untangling Moynihan: Culture of poverty vs Structural racism
- [Optional]—expands on material covered in class video

*November 10 (Week 10):
Thick place and Black Power

*November 17 (Week 11):
Welfare Reform: liberals vs conservatives... vs liberals
- **[Skim]** Ellwood / Piven debate in the American Prospect:
  - Ellwood, D. (1996). David Ellwood Responds. (Same link as Piven, above.)
- **[WILL WATCH IN CLASS]:** Losing Ground: The Cliff Effect (Available at [https://vimeo.com/68246853](https://vimeo.com/68246853)).

**PAPER 2 DUE (on Learn@UW): NOVEMBER 23, 12pm**

November 24 (Week 12):
THANKSGIVING BREAK: NO CLASS

**PART 4: YOUR SOCIAL WORK**

December 1 (Week 13):
What makes a social worker?
- Public vs private
- Professional vs paraprofessionals
December 8 (Week 14):
The “self” in self-awareness

December 15 (Week 15):
Finding your place
- Re-read from Week 1:
  ▪ NASW. Who are Social Workers?
  ▪ NASW. Careers in Social Work, Parts 1 & 2.
- Review selected abstracts on Learn@UW (from Reflections: Narratives of Professional Helping and related personal narratives of social workers) and choose at least 2 reflections to read closely.

FINAL PAPER DUE (on Learn@UW): DECEMBER 20, 5PM

V. TEXTS AND READING MATERIALS
All of the texts for this course have been uploaded to Learn@UW. You are not required to purchase a textbook. However, we will be reading several chapters from each of the following books, so I would encourage you to consider adding these to your library:


SW 605, Fall 2016 Syllabus, p. 7
VI. ASSIGNMENTS, GRADING AND METHODS: Evaluation of Competencies

Grades are assigned according to the following criteria:

A  94-100   outstanding; excellent work in all areas
AB  88-93   outstanding; excellent work in many areas
B  82-87   meets expectations in all areas
BC  76-81   meets expectations in some areas; below in others
C  70-75   below expectations in most areas, not acceptable graduate work
D  64-69   below expectations in all areas
F   <64   fails to meet minimal expectations in all areas, not acceptable work

Grade Points:

Paper 1: reading discussion  20 points
Paper 2: case study  30 points
Paper 3: self-reflection  40 points
In-class reactions  10 points
100 points

1. Paper 1: Reading discussion and questions (1-2 pages, 20% total grade)
Choose one: Weeks 2-11 (sign up for date in week 1)
Due at 3:30pm the day before class

You will sign up to submit one short reading discussion paper, responding to one week’s set of readings in Weeks 2-11. Your summary should be 1-2 pages long, plus 3-4 carefully considered discussion questions that I will use to inform our class discussion. Your summary should avoid simply repeating/rephrasing the author’s argument directly, and instead could:

- Explore a key finding or issue across readings
- Engage a theme from class
- Discuss a puzzle or conflict that emerges from readings

Your paper will be graded using a 20-point rubric:

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Possible points:</th>
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<tbody>
<tr>
<td>Basic editing (e.g., no sentence fragments or misspelled words)</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate citations</td>
<td>3</td>
</tr>
<tr>
<td>Accurate representation of texts</td>
<td>6</td>
</tr>
<tr>
<td>Comparisons, contrasts, and syntheses between texts</td>
<td>4</td>
</tr>
<tr>
<td>Critiques of reading, critical questions, and original insights</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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2. Paper 2: Mid-term case study paper (4-5 pages, 30% total grade)
Due November 23, 12pm

Using a common case study (which will be discussed in class and distributed via Learn@UW), you will write a descriptive paper comparing and contrasting how the case might have been handled by social workers within two different moments of social work history (or two different schools of thought within the same moment of social work history). Examples of moments you might compare and contrast:

- Mutual aid vs friendly visitors
- Settlement House vs Charity Organization Societies
- Freud-style psychoanalysis vs Rank-style functional theory
New Deal vs Black Power

Your paper should include:
- An introduction summarizing what moments/schools you have selected (1 paragraph);
- A summary of each moment/school (1 paragraph each);
- A critical analysis of how you think the case would be handled in each moment/school (2-4 paragraphs):
  - highlighting differences and similarities;
  - defining the “social problem” (i.e., Week 2 readings);
  - and justifying your treatment with explicit citations of course material;
- A conclusion that summarizes the major points of the paper, including your personal opinions (1 paragraph).

Your paper will be graded using a 30-point rubric:

<table>
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<td>3</td>
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<tr>
<td>Appropriate citations</td>
<td>3</td>
</tr>
<tr>
<td>Overall organization and flow of paper (e.g., coherence between introduction and conclusion)</td>
<td>4</td>
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<tr>
<td>Accurate summaries of moments/schools, based on texts</td>
<td>8</td>
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<tr>
<td>Comparisons between moments/schools</td>
<td>6</td>
</tr>
<tr>
<td>Original critical analysis of how case would be treated</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
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3. Paper 3: Self-in-social-work paper (6-8 pages, 40% total grade)

Due December 20, 5pm

Using course readings, you will write a reflection paper on how your identity situates you in the field of social work. As a developing social workers, you are joining a field with a rich history and a unique code of ethics. With this assignment, I am asking you to think critically about your own identity as it is relevant to your social work practice and to the broader field.

We all have multiple identities. Some of these identities are privileged, honored, nurtured, and normalized in society; others are oppressed, stigmatized, marginalized, and disregarded. Some of these identities we choose, some of these identities we do not choose. Think about your many identities. Chose at least two: in two different identity domains/categories (e.g., race, class, gender, religion, health, etc), where one is privileged and one is less privileged or is stigmatized/oppressed.

Your paper should include:
- An introduction summarizing what identities you have selected (1 paragraph);
- A personal reflection for each identity, describing what they mean to you and how they are perceived by others (2 paragraphs each);
- An analysis of how each component of identity you have selected intersects with social work history—did we read about social workers who share your identity? What has your identity meant historically to social work? If we did not encounter this aspect of your identity in the readings, what does its absence mean? (2-3 paragraphs each);
- A critical reflection on how these identities and experiences have helped or hindered social work practice broadly (1-2 paragraphs) and how they may help or hinder you personally (1-2 paragraphs);
- A conclusion summarizing how you see your fit in the field of social work, identifying steps to address challenges and celebrate strengths (1-2 paragraphs).
Your paper will be graded using a 40-point rubric:

<table>
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<tr>
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<tr>
<td>Basic editing (e.g., no sentence fragments or misspelled words)</td>
<td>3</td>
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<tr>
<td>Appropriate citations</td>
<td>3</td>
</tr>
<tr>
<td>Overall organization and flow of paper</td>
<td>4</td>
</tr>
<tr>
<td>(e.g., coherence between introduction and conclusion)</td>
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<tr>
<td>Clear description of identities</td>
<td>6</td>
</tr>
<tr>
<td>Thoughtful self-reflection on identities</td>
<td>7</td>
</tr>
<tr>
<td>Accurate summaries of identities in social work</td>
<td>8</td>
</tr>
<tr>
<td>Original critical analysis of how identities have helped/hindered</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
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4. In-class “pop” reaction (1 paragraph, 10% total grade)

   Dates TBA

   There will be 3-4 class sessions where I ask you to write down an in-class reaction to the material we cover. These reactions will be graded on a scale of 0-5 and will constitute 10% of your total grade, where:
   - 0=not submitted (i.e. you were not in class this day)
   - 3=submitted but not clear
   - 5=submitted and clear

Guidelines for Papers 1-3:
   - Include a title page: title, your name, date, course number and instructor name.
   - Cite your work in text and include a references section. If in doubt, use American Psychological Association (APA) style to format—I have found the Purdue OWL website helpful for this: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/).
   - Use a common font style and size (e.g., Calibri 11-point, Times New Roman 12-point), double-spaced, with 1-inch margins.
   - Page length does NOT include the title page and references.
   - Please proof your papers so they are free of spelling and grammar errors.
   - Submit your assignments via Learn@UW.
   - Please title the document you submit with your last name and first initial, paper number, and date, using this convention:
     - [LastName][F]_Paper[#]_2016-MM-DD
     - for example: WaringM_Paper2_2016-11-23 or WaringM_Paper3_2016-12-20

Check out the UW Writing Center with support for your assignments [http://www.writing.wisc.edu/](http://www.writing.wisc.edu/).

VII. COURSE POLICIES & EXPECTATIONS

You can expect me, the instructor, to:
   - Co-create a classroom environment that facilitates learning.
   - Assure that course objectives are being met.
   - Hold regular office hours.
   - Respond to your emails within 48 hours.
   - Give reasonable guidance on preparing for assignments.
   - Provide prompt feedback on course assignments.
I will expect you, the student, to:
- Be respectful of the instructor and other class members.
- Critically read all required assignments before coming to class.
- Complete all papers by the due dates and times.
- Attend each class, arriving on time and actively participating in in-class activities and discussions.
- Turn off cell phones in class and use laptops in class only for taking notes.

**Attendance**
Each class session is your chance, with a community of learners, to explore the readings and apply them to your own development as a social worker. Your questions and insights will contribute to the learning of your classmates. Your classmates’ questions and insights will come from different perspectives and expose you to new ideas. My lectures will provide information for you and your reactions will help me develop as a teacher and a scholar.

Because your active class engagement is critical to our community’s learning experience, I expect you to attend each class. If you have to miss a class for illness, personal or family emergency, or religious observation, I expect you to inform me at least 24 hours in advance of the class. Due to the class size, I will not spend time in each class period taking attendance. I will rely on you to be responsible for your own participation and being transparent about necessary absences so I know you are ok. Ten percent of your total grade will come from 3-4 in-class reaction assignments, dates not announced in advance (i.e., “pop!”), where I ask you to write down a reaction to the material we cover (see section IV).

**Classroom Climate and Student Behavior**
In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In the time we will share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Remember to keep confidential all issues of a personal or professional nature discussed in class. We will spend time on the first day discussing group norms for a community of safety and respect.

**TW/Note on historical readings**
Many of the pieces I am assigning are either historical (e.g., written at least 50 years ago) or extensively quote from historical documents. Given the course topic, most focus on historically marginalized/vulnerable communities. This combination means some of the readings I’ve selected use words, phrases, and language that today can be pejorative and harmful. Sometimes, this is because the use of the same words or language has evolved over time, so that what was appropriate in the era it was written has changed. Other times, this is because the authors are purposefully evoking painful language to explicitly challenge oppressive ideas. However, in our class sessions, let’s agree to use words and phrases that in today’s context are not pejorative (two examples below). In your papers, I leave it to you to decide if you want to use direct quotes (with proper citations) or use brackets to replace archaic language. Please feel free to ask me if you have questions about this, either over email or in my office.

Two examples:
- Week 4, DuBois (1901), and Week 8, DeWitt (in quote), use “Negro”; in class, consider using “African American” (or for direct quote in a paper, “[African American]”);
- Week 5, Park and Kemp quote early social workers discussing “little alien colonies”; in class, consider using “immigrants” (and “documented” or “undocumented”, if applicable, rather than “legal” or “illegal”).

*Equal Opportunities and Accommodations*

Your success in this class is important. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The McBurney Center provides assistance and documentation regarding physical, learning, sensory, or psychological disabilities. Disability information (including instructional accommodations) is confidential and protected under FERPA. Please contact me by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized, if you have a “visa” from the McBurney Center for special accommodations so that we can work together. You are welcome to contact me via email, during my office hours, or to request a time for us to meet and discuss in person.

The McBurney Center, [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu)
address: 702 W. Johnson
e-mail: mcburney@studentlife.wisc.edu
phone: 608-263-2741

*Academic Integrity*

Incoming MSW students read and sign electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, you agree that while in the MSW Program you will honor the NASW Code of Ethics and Student’s Rights and Responsibilities. MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

While adherence to the social work code of ethics is required only of social workers and social work students, issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited.

The School of Social Work distinguishes two major forms of plagiarism:
- Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
- Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html). For more information, refer to [https://www.students.wisc.edu/doso/academic-integrity/](https://www.students.wisc.edu/doso/academic-integrity/) and see the School’s plagiarism policy posted at Learn@UW.
**Grading & Grievance Policy**
Assignments will be graded by the instructor and with the help of a grading assistant. On occasion, a student may feel they were deserving of a higher assignment grade. Grade concerns will not be discussed in class, so please follow this sequence if you believe you have not received a fair grade:

- Wait at least 24 hours before submitting your claim, so all parties have the benefit of taking time to think.
- Prepare a claim in writing (via email) citing a specific reason. Back up your assertion with facts, taken from our course readings or from similar reputable sources.
- Attach the written claim (e.g., 1-2 paragraphs) to an email directly to the grading assistant, along with 2-4 sentence (in the email body) summarizing the nature of your concern.
- Wait for the grading assistant to respond.
- If you are not able to resolve your concern directly with the grading assistant, you may contact the instructor via email.
- The instructor will review your concern with the grading assistant.
- You will receive a final decision and brief statement explaining why the grade is either raised or remains the same.

Students who feel they have been treated unfairly by an instructor can file a grievance through the School of Social Work grievance process. The first step is to meet with the instructor to discuss the concern. You are welcome to contact me via email to request a time to meet or to come to my office hours. If you would like to proceed with the grievance process, the second step is to reach out to the Associate Director (Betty Kramer) to meet together with the instructor. If resolution is not reached, you will begin the formal grievance process within 10 business days of meeting with the Director. Formal grievance process directions are available to students on the Professional Programs Students’ (MSW & BSW) Rights and Responsibilities webpage: [https://socwork.wisc.edu/rights](https://socwork.wisc.edu/rights).

**Late Assignment Policy**
Assignments are due on the date specified. If you need to turn in a late assignment, you should let me know at least 48 hours prior to the due date. Unapproved late assignments will be marked down three points for each day they are late. It is your responsibility to inform me if you will be handing in a paper late.