SOCW 547: Historicizing Social Work: From Friendly Visits to Social Justice

THIS IS A SAMPLE OUTLINE. ACTUAL COURSE OUTLINE MAY VARY IN STRUCTURE, REQUIRED READINGS, TEXTS AND ASSIGNMENTS

Course Description

From early social investigators to friendly visitors to professional social workers today, social work has a long and complex history of participation in the making of self and nation. This course will look at the constitution of the profession at different historical and contextual moments, leading up to the profession we see today. Students will engage in a critical/reflective study of social work history by examining social work responses to so-called 'problem populations' in the context of the changing political, social, economic and moral climates that have shaped social work practice over time and place.

Course Learning Objectives

- Students will be introduced to scholarship on what it is to read and consider historical work as well as the Foucauldian notion of “history of the present”
- Students will explore the transitions and priorities of the profession over time and across political and economic contexts in North America
- Students will be introduced to the professional tensions and debates within social work in Canada. Students will explore the profession’s historical legacies and the ways in which they continue to saturate the present

Required Readings

All course readings will be available through our course page on CourseSpaces.

The readings for this course are very important. Students are expected to do the readings and to come to class prepared for informed engagement. Students are encouraged to bring the assigned readings to class as well as notes answering the following questions for each assigned reading:

1) What did you learn about the history of social work?

2) What is important about this history? What is its impact on contemporary social work practice?

3) What solutions are advanced in the reading?

4) What do you think of the issues raised in the reading?
Course Requirements and Grade Distribution

20% Attendance and Participation
20% Lead the Class in Discussion Exercise
25% Critical Analysis Paper
35% Final Paper

20% Attendance and Participation: Students are expected to attend every session, having done all the readings, and be prepared for informed discussion.

20% Lead the Class in Discussion Exercise: Each student will have an opportunity to formally lead the class in discussion, by preparing and reading a short explanation of their thinking on the week’s readings, and by posing a question or making a statement to the class. The class should be able to draw on the readings to address the question or statement. A written version of the lead the class in discussion exercise must be submitted to the instructor at the beginning of the session. The written component should be between 250-400 words, double-spaced and must follow all the rules of essay writing, including the use of citations and page numbers for all direct quotations.

Note: All students are responsible for doing the readings. Please do not summarize the readings as part of your lead the class in discussion exercise. This is your formal opportunity to articulate your thinking on the material, to ask your classmates to respond to a question and/or to have the class address your ideas and concerns.

25% Critical Analysis Paper: Each student will write a brief (6 pages, 1500 words, not including the references, in Times New Roman 12) but substantive critical analysis paper examining a historical development, debate or tension within the social work profession in Canada.

The paper should include: a summary of the historical moment or issue, an analysis of the development, debate or tension and its impact on the evolution of the profession, insights into how this example shapes or informs the profession today and your practice as a social worker.

35% Final Paper: Each student is asked to prepare a 11-12 page paper (approximately 3000-3600 words) taking up—and expanding on—some aspect of the history of the profession and its transitions. The paper must incorporate one or more of the themes in the course. The purpose of this paper is to give students an opportunity to apply the conceptual tools to an idea of interest to them. Draw on at least FOUR outside references and use the references from class readings extensively (at least TEN).

Evaluation criteria will include: clarity of focus, breadth and depth of analysis, ability to introduce ideas that show a complex and in-depth understanding of both your topic and the course material, organization of ideas, use of resources, quality of written expression—presentation, grammar and style (APA)

For assistance with APA style and other writing questions: Please make use of the Writing Centre on campus and this very helpful website: http://owl.english.purdue.edu/owl/. Also look at
the information available at Dr. Madeline Walker’s website:

How to Succeed in This Course

- do the readings before you come to class
- bring your readings and notes to class
- come to class and pay attention
- take notes during discussion
- review your notes
- ask questions in class, by email and during office hours when you need clarification
- do the work
- do your best
- ask for assistance and support (everyone struggles and resources are available to help)
- let me know how I can best support you

If, due to a disability, you need assistance - inside or outside the classroom - in order to fully participate in classroom learning and complete the assignments in a timely fashion, please discuss this with me. The School of Social Work's Policy for People with Disabilities, can be viewed at the following link:
http://www.uvic.ca/hsd/socialwork/home/home/policies/pwdis/index.php

Course Schedule

Week 1: Welcome and Introduction

Week 2: The Historical Context

Readings:


### Week 3: The Ideological Context

**Readings:**


### Week 4: The Rise of Social Work and Invention of the Social Worker

**Readings:**


### Week 5: Professionalization

**Readings:**


Optional: Flexner, Abraham. (1915) (reprint 2001). Is social work a profession? 
*Research on Social Work Practice* 11, 152-165

**Week 6:** "The Experts in Scientific Social Progress"

**Readings:**

Hiersteiner, Catherine. (1998). Saints or sinners? The image of social workers from American stage and cinema before World War II. *Affilia* 13 (3), Fall, 312-325

**Primary Historical Sources:**


Optional Background Reading:

**Week 7:** The Profession's History with Indigenous Peoples

**Readings:**
Critical Analysis Paper due at the beginning of class
Film: *Richard Cardinal: Cry from the diary of a Métis child*

**Week 8:** Settlement Houses

**Readings:**

**Primary Historical Sources**


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**Week 9: Canadianizing / Assimilative Projects**

**Readings:**


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**Reading Week: No class**

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**Week 11: Social Workers, Children and Single Mothers**

**Readings:**


**Week 12: Continuities in Moral and Social Regulation**

**Readings:**

Jeffery, Donna. (2005). 'What good is anti-racist social work if you can`t master it'? Exploring an anti-racist paradox in social work education. *Race, Ethnicity and Education* 8 (4), 409-425


**Week 13: Neoliberalism and the demise of the Welfare State**

**Readings:**


Find chapter at: [http://www.springerlink.com/content/978-94-007-1417-5/#section=910037&page=1&locus=0](http://www.springerlink.com/content/978-94-007-1417-5/#section=910037&page=1&locus=0)

**CES: Course Evaluation Survey**

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to [http://ces.uvic.ca](http://ces.uvic.ca). You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.

3. Please provide specific suggestions as to how this course could be improved.”

**Academic Integrity and Plagiarism**

The instructor takes a strong position on plagiarism and cheating. Plagiarism is a type of theft and in this course it will result in a mark of zero for the assignment or an F for the course, depending on the nature and extent of the plagiarism. Plagiarism exists when there is inadequate recognition given to another author for phrases, sentences or arguments. Plagiarism is easy to avoid, provided that you acknowledge all scholarly material that is not your own work. When you quote directly the words of another author, you must put those words in quotation marks (“…”) and cite the exact source of the quotation in a footnote or endnote. If you paraphrase another author, or borrow an idea, argument, interpretation or conclusion, you must acknowledge your debt in a footnote or an endnote. Failure to acknowledge borrowed words, ideas or conclusions in this way is plagiarism. You must do all your own work. You must not submit work in this course which you have submitted for another course, you may not submit the work of another as your own, and you may not cheat on exams. Further information on academic integrity and the penalties for plagiarism and cheating is found on page 33-34 of the university calendar. This is your education. Academic and personal integrity are part of it. Expand your mind. Explore your power to learn. Credit your sources. Hand in only your original work.

**Grades**

- A+ 90-100; A 85-89; A- 80-84
- B+ 77-79; B 73-76; B- 70-72
- C+ 65-69; C 60-64; D 50-59; F 49-0