

Humboldt State University
Department of Social Work
Baccalaureate Social Work Program

Introduction to Social Work and Social Work Institutions

SW 104

Fall 2008
Mondays, Wednesdays, & Fridays
9:00am-9:50am
BSS 166

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Office Hours:
Mondays, 10:30am-12:30pm
Tuesdays, 11:30am-1:30pm

Course Description

This course introduces students to the central values, issues, and methods for facilitating social change conceptualized by social work practices with individuals, families, groups, organizations, communities, and policies. Grounded in a generalist model, social work is studied from the perspective of historical background and contemporary fields of service. Human diversity is emphasized.

SW 104 is a prerequisite for the Social Work major. It fulfills an General Education Area D - Lower Division requirement. It is also a Diversity and Common Ground course with a domestic focus.

Course Learning Outcomes

After completing this course, students will be able to:

1. Demonstrate knowledge of the historical roots of social welfare and the profession of social work within the context of institutional and structural inequalities.
2. Identify the structure and breadth of service delivery systems and related fields of practice.
3. Express a beginning understanding of generalist social work practice in helping different client systems, especially with regard to issues of diversity.
4. Conceptualize a beginning understanding of critical and contextual perspectives for understanding human experience and social problems.
5. Discuss how differences related to, amongst other characteristics, race, ethnicity, color, culture, age, class, income, spirituality, religion, ability, family structure, sexual orientation, sexuality, and gender identity influence social workers and clients.

6. Recognize the NASW Code of Ethics and other representative ethical codes as guidelines for professional decisions when faced with ethical dilemmas inherent in the practice of social work.
7. Identify the bases of oppression, the channels through which it is expressed, and its impact on individuals, families, groups, organizations and communities.
8. Identify with the role of advocate in working with marginalized people and emphasize the process of empowerment.
9. Locate professional journals using basic research skills as a method of gathering information for practice.
10. Reflect on how one's values, commitments, strengths, and experience of privilege and marginalization relate to the practice of social work.

Social Work Program Learning Outcomes

Graduates of the Humboldt State University Baccalaureate Social Work Program...

1. Exercise critical thinking strategies that recognize the complexities involved in empowering social work practice.
2. Demonstrate the knowledge, skills, and values of generalist social work for assessing, planning, facilitating, and evaluating change across systems and contexts, including individuals, families, groups, organizations, communities, and policy.
3. Apply strategies of advocacy and social change that advance social, environmental, and economic justice.
4. Respond to issues of power and privilege in their professional relationships as a basis for ensuring collaborative social work practice informed by the values of the profession and its ethical standards and principles.
5. Honor diversity as a source of community enrichment and engage in social work practice that challenges injustices related to dominant discourses around race, ethnicity, color, culture, age, class, income, spirituality, religion, ability, family structure, nationality, first language, sexual orientation, sexuality, gender identity, and legal unions.
6. Use theoretical frameworks supported by empirical evidence and alternate knowledge systems to understand lifelong human behavior and development as it relates to individual, family, group, organizational, community, political, and cultural contexts.
7. Understand the history, structures, and technologies of power, oppression, and discrimination, including those related to the social work profession.
8. Analyze, formulate, and influence social policies that promote justice, equality, and sustainability.
9. Evaluate and critique research studies, apply research findings to practice, and assess the outcomes of their own practice interventions.
10. Communicate effectively with people receiving services, colleagues, and community members.
11. Work well within organizational structures and service delivery systems.
12. Utilize supervision, consultation, and self-reflection effectively.

Course Format

This course will include lectures, in-class activities, and small/large group discussions.

Required Reading

All readings are accessible through Moodle and can easily be located under the date on which the reading is due. You will need Adobe Acrobat Reader for many readings.

Moodle is also a place to engage in discussions with each other if that interests you. There are several Forums available in Moodle for this class. These are places to post messages, ask questions, raise concerns, make announcements, etc., *that relate to the topic of the forum*. There is one for making announcements, one for ideas related to the course, and one each for thoughts related to the books you will choose from for Activity #3 (see below). Participating in forum conversations is not required, but sure is a great way to extend what happens inside of class into larger contexts of your life.

Course Requirements

There are three activities that will make up your grade.

Activity #1: Community Resources (10% - Due September 12)

You will be given a worksheet in class that you will fill out on your own that asks you to locate community resources related to a variety of social issues.

Activity #2: Middle of the Semester Assessment (45% - Due October 20)

On October 15 you will be given a set of questions based on the readings for class as well as material covered in class to respond to within one week.

Activity #3: Reflections on Selected Text (45% - Due December 12)

Pick one of the following texts that focuses on different aspects of social work practice to read and reflect on.

Ayers, W. (1997). *A Kind And Just Parent*. Boston, MA: Beacon Press.

- An account of what poor young people go through in juvenile justice systems.

Bullard, R., Johnson, G., & Torres, A. (2004). *Highway Robbery*. Cambridge, MA: South End Press.

- Illustrates the contributions of transportation policy, and transportation tax dollars, to racial and economic inequality.

Ehrenreich, B. (2001). *Nickel & Dimed*. New York: Metropolitan Books.

- Documents the experiences of people trying to get by on minimum wage jobs.

Kozol, J. (2005). *The Shame of the Nation*. New York: Three Rivers Press.

- Explores injustices that persist in relation to public education in the United States.

Lerner, S. (2005). *Diamond*. Cambridge, MA: MIT Press.

- Explores environmental racism and the power communities have when they organize.

Nace, T. (2003). *Gangs of America*. San Francisco: Berrett-Koehler Publishers.

- Details the rise of corporate power in the United States.

Sidel, R. (2006). *Unsung Heroines*. Berkeley, CA: University of California Press.

- Stories of women struggling and succeeding to raise children on their own.

Please address the following questions in your paper:

- In what ways did you connect with the story(ies)? [1/2 – 1 page]
- How has your life been disconnected from the story(ies)? [1/2 – 1 page]
- What sorts of injustice did you read about that you were already aware of? [1/2 – 1 page]
- What features and experiences of injustice were new to you? [1/2 – 1 page]
- How are issues of privilege present in the events and experiences described in the text you read? [1 – 1½ pages]
- Based on what you read, how does social change affect human experiences including (but not limited to) experiences of women and people of color? [1 page]
- Use your research skills to locate 3 professional journal articles accessible to HSU students (either electronically or in print) that could help you in understanding or facilitating change in relation to the social issues addressed in the text. Then briefly describe how those articles are helpful. [1 page]

Grading

Final grades for the course will be determined according to the following table:

94 – 100	= A	77 – 79	= C+
90 – 93	= A-	73 – 76	= C
87 – 89	= B+	70 – 72	= C-
83 – 86	= B	67 – 69	= D+
80 – 82	= B-	63 – 66	= D
		< 63	= F

I prefer to have all written activities be *single-spaced*, with standard 12 point Times New Roman font, and standard margins (1” top and bottom, 1¼” left and right). This format saves paper and is easy for me to read. If you can do this, great. If not, so be it, but *account for this when you write your paper*. In the end, please concern yourself more with content than length... a little bit shorter or a little bit longer is just fine if that’s what it takes to convey your thoughts. Written activities can be emailed to me as attachments at swartz@humboldt.edu if you’d like. **If you email me a graded activity you should ask for a return receipt to make sure I’ve received whatever you sent.**

Unless you make alternate arrangements with me I will consider the lateness of your activity in generating the grade you will receive for the activity. Late activities make things difficult for me as I have budgeted my time to address student work according to a specific schedule. I cannot, therefore, guarantee that a late paper will be reviewed with enough time for you to make revisions.

When you make reference in written documents to any ideas or “facts” that are not your own or “common knowledge” you’ve got to—I mean really got to—cite your sources. If you are not familiar with generally accepted approaches to citing sources, you can find some guidelines on Moodle listed as “APA Citation Guidelines.”

It is likely that you will need to spend 7-11 hours per week engaged in study related to this class.

Please contact me as soon as you can to let me know if there are disability-related issues that may come up in the course of this class that I can accommodate. A link to the HSU Student Disability Resource Center is on Moodle. Folks there can be reached at (707)826-4678 or <http://www.humboldt.edu/~sdrc/>.

HSU Policies

You are expected to adhere to all of Humboldt State University's Policies, especially:

- Academic Honesty
- Nondiscrimination Policy
- Attendance and disruptive behavior
- Rights and Responsibilities for a Campus Community

These can be located at the beginning of your course catalog, on Moodle, and at <http://studentaffairs.humboldt.edu/judicial/>.

Add/Drop policy: Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes.

<http://www.humboldt.edu/~reg/regulations/schedadjust.html>.

Emergency evacuation: Please review the evacuation plan for the classroom (posted on the orange signs), and review

http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or <http://www.humboldt.edu/emergency>.

General Education Lower Division Area D (Social Science)

Goals

The social sciences seek to examine and order human experience. Courses in Area D should assist students to develop their critical and analytical skills and inspire students to cultivate and refine their understanding of social worlds. Through studying contemporary and historical issues of Western and non-Western worlds, and by mapping connections between human behavior and social, political, and economic institutions using discipline specific perspectives, students can gain knowledge about their minds, about the development, functioning, and conflicts of society, and about the cultural endeavors and legacies of civilization. When class size permits, courses in Area D will further develop students' oral and written communication skills

Objectives

1. To understand principles, methodologies, value systems, and thought processes used in the social sciences.
2. To understand human values, social issues, and the impact of social change on human experience including (but not limited to) experiences of women and people of color.
3. To understand at least four of the core "organizing principles" of the social sciences (culture; ethnicity; gender; place; time; economy; political community; behavioral, emotional &

cognitive processes; and human interaction & organization—see below) and how they are interrelated.

Learning Outcomes

1. Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written or presentational assignments will demonstrate application of concepts and principles to a specific instance. (Objective 1)
2. Through written or presentational assignments, students will demonstrate their knowledge of how social change affects human experiences including (but not limited to) experiences of women and people of color. (Objective 2)
3. Through written or presentational assignments, students will demonstrate the interrelationship of four of the core “organizing principles” of the social sciences. (Objective 3)

Culture – patterned complex of ideas and behaviors that we learn as members of groups and transmit across generations.

Ethnicity – origins and characteristics of people’s cultural, racial, religious, and linguistic traditions.

Gender – interrelated and socially constructed systems for interaction and institutional organization that orient the lives of “men” and “women.”

Place – site and situation, dependency relationships between regions, humans and the land.

Time – sequential relationships in individual and social development, continuities and discontinuities. Demonstrates connections between past and successive periods.

Economy – systems that structure the production, distribution and use of resources, income, wealth, goods, and services.

Political Community – determines and evaluates the means and ends of governing and other systems of power.

Behavioral, Emotional, & Cognitive Processes – that focus on the psychobiological, experiential, and psychological influences.

Human Interaction & Organization – norms, laws, organizational structures, values and cultures that orient everyday life.

Diversity and Common Ground (DCG)

SW 104 is an approved DCG course and is centrally organized around an integrative approach to the following models for diversity and common ground study.

A) Multicultural Studies: Educational Objectives

- To comprehend the diversity of knowledge, experiences, values, world views, traditions and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another
- To explore and evaluate concrete examples of the student's own cultural heritage in relation

to others

- To develop in students the ability to read a culture critically through expressions and representations indigenous and exogenous to that culture

B) Identity Politics: Educational Objectives

- To study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
- To evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
- To understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)

C) Differential Power and Privilege: Educational Objectives

- To become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
- To study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
- To expand the ability to think critically about vital problems and controversies in social, scientific, economic and cultural life stemming from differences of gender, race, disability, class, etc.

Humboldt State University Student Learning Outcomes

By the time our students graduate they will have demonstrated...

- Effective oral and written communication
- Critical and creative thinking skills in acquiring a broad knowledge base, and applying it to complex issues
- Competence in a major area of study
- Appreciation for, and an understanding of, an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints

Our graduates will be prepared to...

- Succeed in their chosen careers
- Take responsibility for identifying personal goals and practicing lifelong learning
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their communities.

<u>Date</u>	<u>Topic</u>	<u>Reading</u> <i>Unless otherwise noted, you are expected to have completed the reading for the week by Monday of that week.</i>
August 25 August 27 August 29	Introductions The Profession	This week's reading should be done by Friday. SW104: Introduction to Social Work and Social Work Institutions syllabus National Association of Social Workers. (2003). Demographics. <i>Practice Research Network</i> , 2(2). National Association of Social Workers. (2000). Practice Area. <i>Practice Research Network</i> , 1(3). National Association of Social Workers. (2003). Social Work Income. <i>Practice Research Network</i> , 2(1).
September 1: NO CLASS (Labor Day) September 3 September 5	Worldviews	Weick, A., Rapp, C., W.P. Sullivan, & Kisthardt, W. (1989). A Strengths Perspective for Social Work Practice. <i>Social Work</i> , 34(4), 350-354. Walters, H. (January 5, 2006). "31 questions for Prophet Mark." <i>North Coast Journal</i> . Rosenhan, D.L. (1973). On Being Sane in Insane Places. <i>Science</i> , 179(70), 250-258.
September 8 September 10 September 12 **Activity #1: Community Resources due September 12**		Brandon, D. (1976). "Hindering." Chapter 3 in <i>Zen in the Art of Helping</i> . New York: Dell. 24-46. Krauskopf, L. (January 7, 2007). "Drugs nearing approval for mysterious pain condition." <i>Reuters</i> . McCovey, Jr., B. W. (October, 2002). For the Yurok, salmon is everything. <i>Indian Country Today</i> .
September 15 September 17 September 19	Values & Ethics	Tanner, L. (January 4, 2007). "Surgery on girl raises ethical questions." <i>Associated Press</i> . General Assembly of the United Nations. (1948). <i>Universal Declaration of Human Rights</i> . Schnitzer, P.K. (1996). 'They Don't Come In!' Stories Told, Lessons Taught About Poor Families in Therapy. <i>American Journal of Orthopsychiatry</i> , 66(4), 572-582.

September 22 September 24 September 26		<p>National Association of Social Workers. (1999). <i>Code of Ethics</i>. Washington, D.C.: NASW Press.</p> <p>National Association of Black Social Workers. (1971). <i>Code of Ethics</i>.</p> <p>Social Welfare Action Alliance. (2005). <i>What We Stand For</i>.</p>
September 29 October 1 October 3	Power and Privilege	<p>Wildman, S. & Davis, A. (1997). Making Systems of Privilege Visible. In <i>Critical White Studies: Looking Behind the Mirror</i>. Philadelphia, PA: Temple University Press. 314-319.</p> <p>Jackson, V. (2002). <i>In Our Own Voices: African American Stories of Oppression, Survival and Recovery in the Mental Health System</i>. Atlanta, GA. [Only read pp. iii-25]</p>
October 6 October 8 October 10		<p>Longmore, P. (2003). "Medical Decision Making and People with Disabilities." Chapter 10 in <i>Why I Burned My Book and Other Essays on Disability</i>. Philadelphia, PA: Temple University Press. 204-212.</p> <p>McIntosh, P. (2001). White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies. In Anderson, M. and Hill Collins, P. <i>Race, Class, and Gender</i>. Belmont: Wadsworth. pp. 95-105.</p> <p>Pease, B. (1997). Becoming Profeminist: From the Personal to the Political. In <i>Men & Sexual Politics: Towards a Profeminist Practice</i>. Adelaide, Australia: Dulwich Centre Publications. pp. 1-14.</p>
October 13 October 15 October 17	History	<p>Barker, R. (1995). Milestones in the Development of Social Work and Social Welfare. In <i>Social Work Dictionary</i>. Washington, D.C.: NASW Press. [Read everything from 1750 BC to the Present]</p>
<p>**Activity #2: Middle of the Semester Assessment distributed October 15**</p>		
October 20 October 22 October 24	Research	<p>Review the following material at http://library.humboldt.edu/infoervices/socialwork.htm:</p> <p>Social Work: Core Reference Sources</p> <p>Social Work: Information Competencies for Professionals</p> <p>Social Work Resources on the Web</p>
<p>**Activity #2: Middle of the Semester Assessment due October 20**</p>		

October 27 October 29 October 31	Human Behavior and Social Environments	<p>Saleebey, D. (2002). Power in the People: Introduction. Chapter 1 In <i>The Strengths Perspective in Social Work Practice</i>. Boston, MA: Allyn and Bacon Press. 1-22.</p> <p>Sirianni, C. & Friedland, L. (date unknown). Social Capital. <i>Civic Practices Network</i>.</p>
November 3 November 5 November 7		<p>Keenan, E. K. (2004). From Sociocultural Categories to Socially Located Relations: Using Critical Theory in Social Work Practice. <i>Families in Society</i>, 85(4). 539-548.</p> <p>Vedantam, S. (2005). Patients' Diversity is Often Discounted. <i>Washington Post</i>. June 26.</p> <p>Wingard, B. (2001). "Telling our stories in ways that make us stronger." Excerpt from Wingard, B. & Lester, J. <i>Telling our stories in ways that make us stronger</i>. Adelaide, Australia: Dulwich Centre Publications.</p> <p>Carey, M. & Russell, S. (2002). Externalizing: commonly asked questions. <i>International Journal of Narrative Therapy and Community Work</i>, 2.</p>
November 10 November 12 November 14	Social Work Practice/Policy Issues: Welfare and Rights	<p>Family Support America. (1996). <i>Making the Case for Family Support</i>. Chicago, IL.</p> <p>Longmore, P. (2003). "Disability Watch." Chapter 1 in <i>Why I Burned My Book and Other Essays on Disability</i>. Philadelphia, PA: Temple University Press. 19-31.</p> <p>Abramovitz, M. (2001). Everyone Is Still on Welfare: The Role of Redistribution in Social Policy. <i>Social Work</i>, 46(4), 297-308.</p>
November 17 November 19 November 21	Social Work Practice/Policy Issue: Food Policy	<p>Lee, M. (2006, July). The Neglected Link Between Food Marketing and Childhood Obesity in Poor Neighborhoods. <i>Population Reference Bureau</i>.</p> <p>California Department of Education. (2007). A Healthy Nutrition Environment: Linking Education, Activity, and Food through School Gardens.</p> <p>Duggan, T. (2004, July 16). Bringing healthy produce to poor neighborhoods: Food Activists, small farmers lead project. <i>San Francisco Chronicle</i>.</p> <p>McKie, R. & Stewart, H. (2008, April 13). Hunger. Strikes. Riots. The Food Crisis Bites. <i>The Observer</i>.</p>
November 24-28: NO CLASS (Harvest Break)		

<p>December 1 December 3 December 5</p>	<p>Social Work Practice/Policy Issue: Criminal and Juvenile Justice</p>	<p>Androff, D. (2008). Working in the Mud: Community Reconciliation and Restorative Justice in Timor Leste. Chapter 10 in <i>Restorative Justice Across the East and the West</i>. Taoyuan, Taiwan: Casa Verde Publishing. 123-144.</p> <p>Northern California Training Academy. (Spring, 2008). <i>Reaching Out: Current Issues in Child Welfare Practice in Rural Communities</i>. University of California, Davis – The Center for Human Services.</p> <p>Van Wormer, K. (2008). Restorative Justice and Offenses Against Women. Chapter 5 in <i>Restorative Justice Across the East and the West</i>. Taoyuan, Taiwan: Casa Verde Publishing. 63-75.</p>
<p>December 8 December 10 December 12</p> <p>**Activity #3: Reflections on Selected Text due December 12**</p>	<p>Social Work Practice/Policy Issue: Problematic Substance Use</p> <p>Conclusions</p>	<p>Raven, M. (1997). The Politics of Drug Use. <i>Dulwich Centre Newsletter</i>, Nos. 2&3, pp.4-6.</p> <p>James, K. & Perry, L. (1997). Living with the past. <i>Dulwich Centre Newsletter</i>, Nos. 2&3, pp.7-14.</p>