School of Social Work
MSW Program

COURSE OUTLINE

SOWK 5502 W
History of Social Welfare and Social Work
FALL 2012

Time of class: Wednesday 11:30-2:30 PM
Location: Room 517 Dunton Tower

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COURSE DESCRIPTION

Purpose
Covering a broad time period from the mid-nineteenth century to the turn of the twenty-first century, this course highlights some of the major developments in social welfare history and traces the evolution of the social work profession in Canada. It focuses on the relationship of individuals, families and communities to developing welfare institutions, and the role of social work within that. It covers the period from the early years of charity to the development of the modern welfare state and, more recently, its decline.

The course is organized chronologically with economic, political, ideological and demographic factors forming the background against which specific themes of particular relevance to social work are addressed.

Objectives
The objectives of this course are to help you:

- enhance your understanding of how political, economic, demographic and ideological factors have influenced and shaped the direction of social work policies and practices over various historic periods;
- further your knowledge of, and appreciation for, the history of social work beginning with its early roots in charity work and its evolution over time;
- develop your ability to question, critically analyze and further develop knowledge and understanding of historical events;
- use your knowledge of this history to inform current issues and debates in social welfare and social work.

COMPULSORY READINGS

There are two required texts (a book and a course pack) for this course:


These readings are also available on Reserve at McOdrum Library in the Ares system.
ADDITIONAL RESOURCES

There are a number of other valuable sources on the history of social work and social welfare in Canada, the United States and England that you may want to consult; they include:


ASSIGNMENTS

There are three assignments for this course: (1) leading a group discussion, (2) a short history paper, and (3) a final research paper.

****You are expected to attend all of the classes****

Assignment 1 – Exercise in leading a group discussion

Due: variable dates scheduled throughout the term; Value: 15%

Each of you individually will lead a group discussion on one the weekly readings that will be assigned to you randomly at the beginning of the term. Typically two or three of you (depending on class size) will be assigned a reading (sometimes the same reading) for the same week but you will each be expected to lead separate groups. The size of the groups will depend on the class size. The groups will meet for approximately 45 minutes.

For this assignment you are expected to:

a. Prepare a handout

You are asked to familiarize yourself with the assigned reading and, in a two-to-three page assignment (at 1.5 spacing between lines), provide the following information: (1) a summary of the article (2) three or four thoughtful, relevant questions/issues that come out of the article that will form the basis of discussion. The quality of the questions will be assessed. In your summary of the article, please be sure to add page references when you are referring to a specific point in the article.

Please note: you are required to make copies of your handout for all students in your group and for me. Be sure to give me a copy before the groups assemble.

Please pay attention to proper spelling, organization etc. and include the full citation of the reading that you are reviewing (author, chapter title, title of book, date, place and publisher, page numbers) and include your name.

b. Lead a group discussion

The class will be divided into groups and you will lead discussion in one of the groups. You should begin with a brief summary of the article but allow enough time for a thorough discussion of the article and the questions that you will have prepared as well as issues/questions raised by other members of the group. You may not get through all of your questions because your colleagues may raise other ones that you will address; this is not a problem but be sure to keep the discussion on topic.

Being the discussion leader does not mean that you do all the talking but rather that you encourage members of the group to participate by raising questions and issues for discussion.

c. Participate in the discussion when the larger class assembles

When the full class reconvenes, you will be asked to comment on issues that were raised by your group. All members of the class are expected to participate in this discussion also.
Assignment 2 – Short history paper

***Due: Wednesday 10 October 2012 - Value: 35% of final grade***

The following assignment is intended to: help you become familiar with part of a historical record in social work and relate this information to contemporary social work.

For this assignment you are asked to choose a short article from a Canadian social work/social welfare journal* prior to 1985 and, in a paper that is between 900-1500 words (approximately 3-5 pages @ 300 words per page; with 1.5 line spacing, 1-inch side margins and a 12 font size), address the following:

(1) discuss the main issues raised in the article;
(2) identify the time period in which the article is set (e.g. at the turn of the century, in the twenties, during the Depression, during WWII, etc.) and briefly comment on the significance of the time period to the main issue raised in the article; provide at least two references to support this part of your paper (the historical context)
(3) explain your understanding of the relevance of this issue to contemporary social work/social welfare; if you believe the issue to have no contemporary relevance, state why you believe that to be the case; provide at least two references for this section (i.e. contemporary relevance/irrelevance
(4) include full citations of your references including the article you are reviewing;
(5) attach the article as an appendix to your paper (most of the articles in the journals listed below are fairly short).**


*You can choose an article from a journal that is non-Canadian but the article must have direct relevance to Canada and you must be able to show how it does that.

**Please choose an article that is no longer than 5 pages (most of the articles in the journal listed above are only a few pages long) and please do not forget to include the article with your written paper otherwise it becomes an incomplete assignment and cannot be graded.

Assignment 3 – Research paper

Due: Wednesday 21 November 2012 - Value: 50% of final grade

This assignment is a research paper on a topic of your choice that falls within the parameters of this course (i.e. Canadian, historical, related to social work/social welfare). The paper must address an aspect of history related to social welfare or social work in Canada.

Suggestions for topics will be discussed in class and you are encouraged to begin thinking about this early in the term. For example, you can choose to write about a particular issue or event, policy, or personality.
For this assignment you are asked to develop an individual paper (i.e. no group projects) prepared by you specifically for this course (no recycled papers from other courses). The paper should be between 4,500 and 5,400 words (or around 15 to 18 pages at 300 words a page with 1.5 line spacing and 1 inch margins) not including references and /or bibliography. Please use a 12-font size. For referencing your material, please use a standard style of your choice. Reference guides are available in the reference section on the main floor of the library.

Students regularly prepare excellent, innovative papers for this course. Time will be set aside in the last two weeks of classes for you to share your work with your colleagues. This is a voluntary assignment but you are encouraged to participate in it.

More specific criteria for evaluating your assignments are attached to the last part of this course outline.

STRUCTURE OF CLASS

The class will begin at 11:35 sharp and end at 2:25 every Wednesday this term. Typically the class will begin with approximately 1 hour of lecture/discussion about the key topic for the week; it will set the framework for the week’s session. This will be followed by a 15 minute break. Following the break you will divide into groups and begin a discussion of the weekly articles, led by students designated for that week (assignment 1). The discussion will be for approximately three-quarters of an hour. We will then reassemble to the larger class and discuss the feedback from the groups and wrap up the session.

Please be aware that you must be punctual both for the class and for group discussion. Once you have been designated to be in a particular group, you must go with that group. The composition or the groups may vary weekly.

PARTICIPATION/ATTENDANCE

Because this course is conducted as an interactive seminar, participation is important for its success. You are expected to attend all classes, complete the readings and participate constructively in discussions. An attendance sheet will be circulated for each class and it is your responsibility to sign the sheet. If your name is not on the sheet, you will be marked absent.

After you have missed two classes, you will be deducted 5% per class for additional missed classes, up to a total of 25%. In exceptional circumstances such as illness or family emergency, exceptions can be made if the professor is notified in advance and if a medical or other appropriate certificate is presented to the professor.
GENERAL REMINDERS

Students requiring accommodations

For students with disabilities
The Paul Menton Centre for Students with disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Disorder (ADHD), Autism Spectrum Disorder (ASD), chronic medical conditions and impairments in mobility, hearing and vision. If you have a disability requiring academic accommodations in this course, please contact the PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from the PMC, please meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodation for the formally scheduled exam (if applicable) at http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www2.carleton.ca/equity/

For religious observance
Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

For pregnancy
If you are pregnant and require an academic accommodation please contact me during the first two weeks of class, or as soon as possible after the need for accommodation is known. For more details visit the equity Services website: http://www2.carleton.ca/equity/

Assignments due dates

Due dates for assignments are set with both the student and the instructor time frames in mind. Please do not pressure me to have the deadlines extended.

Handing in assignments late can be unfair both to students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances (illness or family emergency) it may be difficult to meet the deadline and in such cases you must contact me before the paper is due. In these cases extensions to the due date must be justified with a medical or other appropriate certificate.

Work submitted after the final date without prior arrangements with the professor will be deducted one letter grade for each day late, e.g., a paper which has been graded B+ will receive a B for the first day overdue, a B- for the second overdue day etc.
It is advisable to keep a record of your papers. Papers are to be handed in on, or before, the due date before or after class or in the main office (where they are date-stamped). Please do not slip your paper under my door because they can get lost.

A note about plagiarism

Do not plagiarize; plagiarism is a serious offence. It includes having someone else write your paper or part of it, reusing old papers or papers from other courses, copying material from a book or off the internet without giving it the proper credit. Plagiarism is a serious offense that can have serious consequences. For more information please consult the graduate calendar.

OUTLINE OF WEEKLY SESSIONS

INTRODUCTION

Week 1 – September 12

Topic: Introduction to the course: review of course outline; discussion of “what is history?”

Required readings

PART ONE: Family, community and economy in pre-industrial Canada (pre-1867)

Week 2 – September 19

Topics: (1) Why study social work and social welfare history; (2) Aboriginal People and social welfare.

Required readings


**Week 3 – September 26**

**Topic:** Canada’s Colonial Heritage: the French tradition and the role of the church

**Required readings**


**Week 4 – October 3**

**Topic:** Canada’s Colonial heritage: the British tradition of Poor Relief

**Required readings**


**PART TWO: Industrial capitalism in Canada: experimentation stage of social welfare and the early roots of social work (1868-1939)**

**Week 5 – October 10**

**Topic:** Residual social welfare and the roots of social work: social diagnosis, the Charity Organization Societies, 1867-1914

**Required readings**


**Week 6 – October 17**

**Topic:** The Settlement House Movement and the emergence of social work as a profession, 1900-1929

**Required readings**

**Week 7 – October 24**

**Topic:** Unemployment, poverty and social work in the 1930s

**Required readings**

**PART THREE: The rise of the modern welfare state (1940-1975)**

**Week 8 – October 31**

**Topic:** Social work and social welfare during WWII and the period of post-war reconstruction; 1940-1950

**Required readings**


**Week 9 – November 7**

**Topic:** The Chilly Climate of the 1950s

**Required readings**


**Week 10 – November 14**

**Topic:** Social Work and Social Welfare in the 1950s

**Required readings**


**Week 11 – November 21**

**Topic:** Advancing Welfare state programs and policies, 1950-1980.

**Required readings**


**PART FOUR: The devolution of the welfare state (1976 - present)**

**Week 12 – November 28**

**Topic:** The devolution of the welfare state

**Required readings**


**CRITERIA FOR EVALUATING YOUR ASSIGNMENTS**

**Assignment 1 – Leading Group Discussion (15%)**

You will be evaluated based on:

- how well you understood the article and were able to summarize it
- the quality of the questions you raised in the group
- the quality of the handout (is it well-prepared; does it provide a thorough summary etc.)
- how you interact with your group

**Assignment 2 – Short history paper (35%)**

This assignment will be evaluated according to how well the following criteria are met:

- the key points about issues raised in the article are clearly addressed
- relevance to social work/social welfare discussed
- historical context identified and discussed
- complete citations
- article included as appendix
- properly prepared paper (title page, page numbers included, attention to spelling, typos, line spacing, font size and adherence to page limitations).
- Writing style—this is an academic paper and high standards of writing are expected***
Assignment 3 – Research paper (50%)

The final paper will be evaluated according to how well the following criteria are met.

Analysis of the subject (35%)

- appropriateness of the topic to the course (the paper must be a historical paper on a topic of clear and direct relevance to Canadian social work and social welfare. Although you can include a section in your paper that makes reference to contemporary social work/welfare issues, the bulk of your paper must address historical issues)
- a clear articulation of the topic and a strong introduction with rationale and objectives of paper stated clearly
- clearly articulated and logical argument
- argument supported by appropriate historical literature on the topic
- accurate and comprehensive use of data sources
- indication of integration of course material
- strong concluding comments
- well-organized and written

Style (15%)

- proper grammar, sentence structure and punctuation
- complete references and proper use of endnotes/footnotes
- appropriate and complete references in a formal style of your choice
- absence of spelling and typing errors
- inclusion of a title and title page
- proper pagination
- appropriate length according to guidelines
- proper margins, line-spacing and layout of the paper