

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

09:910:475

Integration Seminar

Spring, 2023

Instructor:

E-mail:

Office Hours:

Class Time

& location:

I. Catalogue Course Description

This seminar course integrates all areas of prior and concurrent course learning as it applies to “real-life” field situations. Critical thinking skills and use of the social work profession’s knowledge base are emphasized.

II. Course Overview

This senior-level course is designed to consolidate and strengthen mastery of major components of generalist social work practice. It fosters integration of comprehensive skills required for successful social work practice with diverse and vulnerable populations within a wide variety of settings. It builds on and fosters integration of knowledge, skills, and values acquired throughout the social work curriculum. It requires students to utilize critical thinking in order to identify and diagnose social problems, and develop effective interventions at the individual, program and policy levels. The course also investigates a variety contemporary social work issues, including those confronting students in the various agency settings of their field placements. This course will advance the professional use of self, the importance of social work values and ethics, the employment of critical thinking and analytic skills in both problem diagnosis and problem solving, and finally, the artful employment of multiple communication skills in carrying out generalist social work practice. It is designed to facilitate the integration of the multiple facets of social welfare policy, the knowledge base acquired in the Human Behavior and the Social Environment courses and utilization of social work research guided by scientific method. Students will be expected to illustrate that they have mastered the skills and perspectives necessary for beginning-level generalist social work practice.

III. Place of Course in Program

This course is restricted to social work majors, is required of them and is taken concurrently with Generalist Practice II (910:474) and Field II (910:473) during the final semester of the senior year. Satisfactory completion of all prior social work courses and field is pre-requisite.

IV. Program Level Learning Goals and the Council on Social Work Education’s Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at

www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. These competencies serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: (1) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; (2) present themselves as learners and engage clients and constituencies as experts of their own experiences; and (3) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance

practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: 1) collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 3) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 4) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Course Objectives

Upon completion of the course, students will be able to demonstrate:

1. an ability to understand and use research findings to guide generalist social work practice;
2. an understanding of the values and ethics under-girding the profession of social work;
3. an ability to articulate the relevance of social policy to generalist social work practice;
4. an appreciation of the usefulness and applicability of theoretical perspectives and frameworks in understanding the human condition and social change;
5. an ability to recognize how individual level social problem phenomena (e.g. criminal activity, substance abuse, domestic violence) is often embedded in various social and economic contexts;
6. an ability to examine complex causal explanations for individual and group-level behaviors and problems—e.g. explanations that involve multiple variables that may interact with one another;
7. an ability to critically examine how social work interventions are embedded and therefore influenced by their organizational, institutional and policy contexts;
8. an ability to recognize and take into consideration issues of diversity and oppression in formulating an understanding of client systems and the challenges confronting them, and in designing effective strategies for intervention.

V. Required Texts

1. Wilson, William J. (2009). *More than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
2. Watkins-Hays, Celeste, 2009. *The New Welfare Bureaucrats: Entanglements of Race, Class and Policy Reform*. Chicago: U of Chicago Press.

Both of these texts are most affordably found via Amazon.com

Wilson: https://www.amazon.com/More-than-Just-Race-Issues/dp/0393337634/ref=sr_1_1?ie=UTF8&qid=1516057835&sr=8-1&keywords=more+than+just+race

Watkins-Hayes: https://www.amazon.com/New-Welfare-Bureaucrats-Entanglements-Policy/dp/0226874923/ref=sr_1_1?ie=UTF8&qid=1516057806&sr=8-1&keywords=the+new+welfare+bureaucrats

VIDEO “TEXT”:

Video Recording: Simon, David, 2007. *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Note: you can access season 4 of The Wire in a number of different ways.

1. As streaming video via Amazon Prime (free if you have a prime membership);
2. Via a subscription to HBO
3. As a DVD, which can be purchased via Amazon here:

https://www.amazon.com/Wire-Season-4-Dominic-West/dp/B000QXDJLI/ref=sr_1_cc_2?s=aps&ie=UTF8&qid=1516058598&sr=1-2-catcorr&keywords=the+wire+season+4

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

VI. Course Requirements

It is expected that students will attend all class sessions having read assigned materials and be fully prepared for discussion and assigned activities. Students are expected to be aware of ongoing daily news as it relates to generalist practice. Class attendance and participation are required.

NOTE: Students are expected to notify the instructor prior to any absence. Each absence over two (2) may result in a reduction of one letter grade. All assignments are to be completed by scheduled due dates. Late assignments will be accepted only with prior approval from the instructor.

Course assignments include:

1. Scene Analysis for The Wire: 15% of grade

Due: _____ (instructors: make analyses due about 3 days before class) Week 4, 5, 6 or 7. (2pg memo and informal presentation)

Students will choose, or be assigned to one of four segments covering a set of three episodes of The Wire (segment 1 covers ep. 1-3 in week 4; segment 2 covers ep. 4-6 in week 5; segment 3 covers ep. 7-9 in week 6; and segment 4 covers ep. 10-13 in week 7. Students will each pick one or two scenes from one of the episodes for their assigned segment, summarize the scene and explain its relevance to course material and themes. Each student will prepare a 2-page memo on their selected scenes and be prepared to discuss their scene and its significance in class.

2. Discussion Board Participation: 15% of grade

There will be a total of 8 discussion board submission for the semesters. Discussion Boards

will be used in two different ways during the semester:

- a. ***The Wire Scene Analysis:*** In Weeks 4-7: for each of these weeks, students will submit one response to one of the SCENE ANALYSES (posted 3 days before class sessions). This will constitute a total of four of one's eight required discussion board posts.
 - b. ***Standard Question of the Week submissions:*** In weeks 2, 10, 11, and 13: for each of these weeks, students will submit a response to one of the questions of the week for that week. The questions of the week will be focused on the readings for that week.
3. **Mid-term Paper: Social Problem Analysis and Diagnosis: 30% of grade**
Due: _____ (instructors: choose deadline after class session #8)
Length (Approx. 8 pgs. double-spaced)

For this assignment, you will choose one character (or a defined "set" of characters) from Season 4 of *The Wire* and relate that individual or group's profile to a broader social problem of your choosing. You will write a paper that describes the problem, how you see it manifested in your character / group, and how Wilson's structural analytic framework might impact how you would analyze that character's situation and develop an intervention either at the individual or structural level.

A full set of instructions for this paper will be available on the course website.

4. **Institutional Analysis Short Paper: Michael Lipsky's Street Level Bureaucracy: 15% of total grade**
Due: _____ (instructors: choose deadline after class session 12)
Length: approx. 6 pages, double spaced)

In this paper, students will summarize Michael Lipsky's conceptualization of Street Level Bureaucrats and Street Level Bureaucracies from an institutional analysis perspective and apply these concepts to a selected vignette from Fredrick Wiseman's documentary film "Welfare: The Complexity of America's Welfare System".

A full set of instructions for this paper will be available on the course website.

5. **Institutional Analysis Short Paper: Celeste Watkins-Hayes The New Welfare Bureaucrats: 15% of total grade**
Due: _____ (instructors: choose deadline after class session 12)
Length: approx. 6 pages, double spaced)

In this paper, students will apply Lipsky's concept of service rationing and its problematic manifestations to the case studies highlighted in Celeste Watkins-Hayes' book *The New Welfare Bureaucrats*.

A full set of instructions for this paper will be available on the course website.

Attendance/Participation 10% of grade

Attendance and participation will be assessed primarily via one's participation in SYNCHRONOUS meetings. My policy for gaining this credit is as follows: everyone is allowed 1 absence (excused or unexcused: I don't ask questions). After that, absences affect your participation grade. 2nd absence = -1pt; 3rd absence = -2pts; a 4th absence results in a meeting and deeper penalty that could result in dismissal from the class.

VII. Grading

A	90-100	C+	75-79
B+	85-89	C	70 - 74
B	80-84	D	60-69
		F	below 60

VIII. Course Evaluation

There will be an anonymous University-wide evaluation to be completed by students in the next to last class session. The University might also choose to conduct a mid-point evaluation. I also appreciate reviews on ratemyprofessor.

IX. Academic Integrity Policy

All work submitted in a graduate course must be your own.

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their

work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to

the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or

other activity is the student’s own and created without the aid of impermissible technologies,

materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any

results inconsistent with the student’s interpretation or conclusions; treat all other students

ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic

dishonesty by

others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one’s own words

another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution." ^[1]_{SEP}

"Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else." ^[1]_{SEP}

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu) . The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.

X. Disability Accommodation

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this

letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."

XI. Cellphones, computers (facebook) and group work.

a) Turn your cell phone on off or silent during class. It is extremely disrespectful to have it go off during class (or at a restaurant or the movies for that matter).

b) You may have your computer on in class and take notes. I'm not going to stipulate an official policy on cruising facebook, twitter, or websites not relevant to the class and course topics, but please know I think it's a very uncool thing to do. Let's not have to develop an official policy on this.

c) We'll occasionally break into groups. Also, one assignment, while it doesn't require you to participate in a group, does allow for you to work as a group if you like. See assignments below.

XII. My Goals for Class

- 1) To improve students' writing & presentation skills
- 2) To help students recognize the importance and utility of thinking *critically* about social problems, social work interventions, and the context of social work practice.
- 3) To help students recognize the importance and utility of thinking *theoretically* about social problems, social work interventions, and the context of social work practice.
- 4) To expose students to a variety of social work contexts, organizations, professional roles and intervention styles.
- 5) To give students a familiarity with ethics
- 6) To ensure that students understand the importance of documentation and consultation
- 7) To have a healthy relationship with students that allows them to consult with me about career paths and their plans for strategically advancing various forms of professional, organizational and social change.

XI. Course Outline

PART I: INTRODUCTION

Week 1 Introduction to the Seminar

Topic: in this class session we introduce the two broad objectives of this course: first, critically examining how social workers *define and diagnose social problems*—with an emphasis on how our understanding of problems is deeply influenced by the community, political and economic *contexts* surrounding those problems; and second, critically examining how social work interventions and practices are constructed—with an emphasis on how the construction of interventions and the conduct of practice is influenced by the organizational, institutional and professional *contexts* in which social work organizations are embedded. In other words, this first class session is all about the importance of being aware of and carefully considering “context” in everything we social workers do. And you'll begin the process of reflecting on context by talking about your field placements—examining them as organizations situated not only in geographical communities, but also within specific institutional, professional and policy contexts.

No Assigned Readings

Week 2: Critical Thinking and the Use of Theory

Topics: We'll briefly review a meta-theme for this course: the importance of grounding your future practice -- be it as a direct practitioner, an administrator or a policy advisor (or maker!) -- in a solid theoretical orientation on the social problems you grapple with. The emphasis of this lecture will be on understanding the Structural Social Work perspective. Note that the author, Robert Mullaly, is Canadian, so his examples and references are sometimes a bit unfamiliar to us, but the basic philosophical thrust of the argument—that social workers should attempt to ground their understanding of social problems in a context that recognizes oppressive social and structural circumstances—remains relevant to our conversation.

Readings

1. Mullaly, Robert, (2007). Chapter 2, "The Social Work Vision: A Progressive View" in *The New Structural Social Work*, Oxford University Press.
2. Mullaly, Robert, (2007). Chapter 9, "A Reconstructed Theory of Structural Social Work" in *The New Structural Social Work*. Oxford University Press.

PART II: CONCEPTUALIZING AND DIAGNOSING SOCIAL AND INDIVIDUAL PROBLEMS

Week 3: social problem definition and measurement

The problem of poverty, its concentration and its effects

Topics: *We begin by discussing in a general and theoretical way, how our society, policy makers and practitioners define, conceptualize and measure the various problems social workers address, focusing our discussion on the very simple question of: what conditions in the world are deemed to be social problems and how is that determined? Then we turn our attention to the main case example that we'll use to talk about the challenges of social problem diagnosis: the problem of poverty. We'll look at its size, scope, depth and distribution as officially measured by the U.S. Census Department. And glancing forward to weeks 4-7, we'll begin to refine our discussion on poverty to special case of concentrated urban poverty.*

Readings:

1. Bureau of the Census. 2016. "Income, Poverty, and Health Insurance Coverage in the United States: 2015":
<http://www.census.gov/content/dam/Census/library/publications/2016/demo/p60-256.pdf>. *Skim the report, but focus on the "Poverty in the United States" section (pg. 12-20).*
2. William Julius Wilson, 2013. "Combating Concentrated Poverty in Urban Neighborhoods" *Journal of Applied Sociology*. 7, 2, pg. 135-143.
3. David Shipler 2004. Chapter 2 from The Working Poor
Link to Amazon to buy book <http://www.amazon.com/Working-Poor-Invisible-America/dp/0375708219>

Week 4: Social Problem Diagnosis I

Explanations for concentrated poverty: the "Culture of Poverty" perspective

Topic: *This week we introduce the great debate among American social scientists about why the U.S. has*

persistently exhibited higher poverty rates than most of its peer nations, and why that poverty is disproportionately concentrated among black and Latino communities, and spatially concentrated in urban “ghettos”. We begin the conversation about alternative ways of examining and explaining social problems by reviewing the conservative’s primary explanation for concentrated urban poverty, which argues that poverty (and the concentration of poverty) is driven primarily by maladaptive cultural characteristics of the poor themselves.

*We also begin watching *The Wire*, so as to ground our discussion of abstract theory in a more tangible examination of the lives of four adolescent boys growing up in a neighborhood that closely resembles the zones of demographically and spatially concentrated poverty that the poverty debates centered upon.*

Readings:

1. Gilder, George (1989). The Nature of Poverty. In I. Colby, *Social Welfare policy: Perspectives Patterns, Insights*, pp.47-57. Chicago: Dorsey Press.
2. Mumper, Michael (1987). “Review: Poverty, Work and Social Policy” *Polity*, 19, 4, 678-692.
3. Video Recording: Simon, David, 2007. Episodes 1-3 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 5: Social Problem Diagnosis II

Explanations for concentrated poverty: the *Structural* view.

Topic: *This week we continue our examination of the great debate about American poverty, by introducing William Julius Wilson’s structurally-oriented explanation of concentrated urban poverty. In this session, we will focus primarily on how structural perspectives contrast with behavioral and cultural perspectives in terms of how they approach the examination of social problems, generally. Our objective will be to highlight the deep differences in between these opposing “ways of seeing” the world and its phenomena, as well as to understand how and why they lead to very different ideas about what constitutes effective policy, program and individual level interventions.*

*We will continue watching the drama of Season Four of the *The Wire* unfold, and hopefully, as we track the stories of Namond, Michael, Dookie and Randy, we’ll slowly begin to feel dissatisfied with either a purely cultural explanation or a purely structural explanation for the grim circumstances of their neighborhood in West Baltimore.*

Readings:

1. Wilson, William J. (2009). “Structural and cultural forces that contribute to racial inequality,” Ch. 1 2 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
2. Wilson, William J. (2009). “The forces shaping concentrated poverty,” Ch. 2 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
3. Video Recording: Simon, David, 2007. Episodes 4-6 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 6: Social Problem Diagnosis III

The Structural Perspective, refined.

Topic: *This week, we dig more deeply into the complexity of Wilson’s explanation for concentrated urban poverty and in so doing, we will strive to recognize and understand how Wilson incorporates those aspects of the cultural perspective that have both empirical validity and theoretical integrity into a refined structural perspective on poverty and its spatial concentration that his students have*

gone on to further develop. This more nuanced structural perspective should prove useful as we continue watching the increasingly complex plot and character developments in season four of *The Wire*.

1. Wilson, William J. (2009). "The Economic Plight of Inner-city Black Males," Ch. 3 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
2. Video Recording: Simon, David, 2007. Episodes 7-9 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 7: Social Problem Diagnosis IV

Recognizing the practical applications & limitations of theory

Topic: in this class session, we wrap up *The Wire*, watching season four's tragic culmination and begin to turn our attention to the Midterm paper. Our objective this week will be to draw, from our intensive examination of one social problem arena (concentrated poverty and its effects), general lessons, principles and practice sensibilities that can be applied to the practical diagnosis of *other social problems* (and their micro-level manifestations) that each student will confront over the course of their careers.

Readings:

1. Wilson, William J. (2009). "The Fragmentation of the Poor Black Family," Ch. 4 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
2. Video Recording: Simon, David, 2007. Episodes 10-13 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 8

Topic: We will use this class session to wrap up our conversations on *The Wire* and Wilson's theory of the urban underclass. We'll also discuss how generalize the lesson we take from *The Wire*'s presentation of its social problem – concentrated and racialized urban poverty – to other social problems that social workers routinely address. Finally, we'll take a look forward to second half of class where we will shift our critical analysis lens from social problem definition and diagnosis to the construction of social service programs, interventions and practices—all the while retaining the meta-lesson of the course: that **context** (this time organizational and institutional) **matters**.

Readings:

1. Small M.L., Harding D.J., Lamont M. (2010). "[Reconsidering culture and poverty](#)". *Annals of the American Academy of Political and Social Science* **629** (1): 6-27.

Week 9: **SPRING BREAK**
 Mar 11-19

PART III: CRITICALLY EXAMINING "EMBEDDED" SOCIAL WORK PRACTICE

Week 10: Thinking Critically about Intervention

Change Strategies in the form of Policies, Program Designs and Individual Social Work Practices.

Topics: In this session we will think and talk broadly about what it means to intervene in a social problem. Here is where the modalities of micro and macro practice greatly diverge. When we think about solving social problems, some social work students are drawn to big, sweeping ideas for how government and/or nonprofit organizations can initiate broad structural and procedural changes to the way society or a particular community operates. Others don't want to be so abstract. They value thinking about concrete plans and actions that can happen in the here and now – either the creation of individual programs, centered in their work organization; or even more specifically, about problem solving actions and methods they can embrace as a practitioner in direct practice with individuals and small groups. Whether applied at a micro, mezzo or macro level, all intervention strategies must be grounded in a practical theory of change, consider the relevant contextual factors (individual, community, organizational) that impact implementation, and be carried out in a way that allows for data gathering and critical reflection.

Readings:

1. Scott, Richard. 1993. "Contemporary Institutional Theory (ch. 3) in *Institutions and Organizations*. Thousand Oaks, CA: Sage Publications.
2. Hasenfeld, Y. (1992), "The Nature of Human Service Organizations," Ch. 1 in Hasenfeld, Y. (Ed.), *Human Services as Complex Organizations*, Newbury Park, CA: Sage Publications.

Week 11: Thinking Critically about Intervention II

The woefully under-appreciated importance of Institutional and Organizational Context: The Case of the Street Level Bureaucrat

Topics: This week we tackle the knotty thicket of institutional and organizational *context* and begin a two-week exploration of how both the organizational and the *institutional* context within which social workers – and all street level bureaucrats – work influences who they help, how they help, and maybe IF they help people at all. We begin in Week 11 by simply mapping out the institutional and organizational environment, what these terms mean, and why they matter.

Readings:

1. Lipsky, M. (2016), Ch. 2: "Street-level bureaucrats as policy makers" and Ch. 3: "The problem of resources," in *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: Russell Sage Foundation.

Week 12: Thinking Critically about Intervention III

The dilemma of authority in social work organizations and why that becomes the dilemma of the street level bureaucrat (the social worker) themselves.

Topic: This week we go beyond simply mapping and conceptualizing institutional and organizational context, and examine how these contextual factors influence practice itself. We'll also strive to develop some ideas about what we can do about it.

Readings:

1. Lipsky, M. (2016), Ch. 4 Goals & Performance Measures, Ch. 5: Relations with Clients, AND Ch. 7: Rationing services: Limitation of access and demand. In *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: Russell Sage Foundation.
2. Video: Frederick Wiseman (1975) "Welfare: The Complexity of America's Welfare System"

Further Reading:

Lipsky, M. (2016), Ch. 9 The Future of Street Level Bureaucracy. In *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: Russell Sage Foundation.

Week 13: The New Street Level Bureaucracy (Case Study): Policy Implementation within an institutional and organizational context

Readings:

1. Watkins-Hays, Celeste, 2009. Introduction and Chapter 1 “Situated Bureaucrats: Locating Identity in Catch-All Bureaucracies.” In *The New Welfare Bureaucrats: Entanglements of Race, Class and Policy Reform*. Chicago: U of Chicago Press.

Week 14: The New Street Level Bureaucracy (Case Study): Policy Implementation within an institutional and organizational context

Readings:

1. Watkins-Hays, Celeste, 2009. Chapter 2 “Not Everyone has the Same Bag of Tricks: Identity, Discord, Discretionary Toolkits and Policy-making in a changing institution” and Chapter 3 “Reinventing the Street-Level Welfare Bureaucrat?” In *The New Welfare Bureaucrats: Entanglements of Race, Class and Policy Reform*. Chicago: U of Chicago Press.

Week 15: Case study wrap up and course review

Readings:

1. Watkins-Hays, Celeste, 2009. Chapter 4 “Am I My Sister’s Keeper? (Staunton Case Study)” In *The New Welfare Bureaucrats: Entanglements of Race, Class and Policy Reform*. Chicago: U of Chicago Press.