Course Description:
This seminar is an introduction to the Joint Doctoral Program in Social Work and Social Science. The focus of the course concerns the nature, place and practice of interdisciplinary scholarship that can emphasize learning and developing basic knowledge as an end in itself, and develop the means to use that knowledge to help solve problems that impinge on, or directly disrupt the quality of peoples’ lives. A central assumption is that expertise in interdisciplinary scholarship is not automatic, but involves the acquisition of habits, skills and attitudes that enable people to contribute to professional and academic advances in their chosen field. This seminar focuses on the early stages of this development. It seeks to establish an orientation to the development of scholarship that will continue once the seminar is over and to engage students in an examination of the practices, styles and domains of scholarship in social work, social welfare, and social science so that they may begin to evolve an approach to scholarship suited to their own interests, inclinations and capabilities.

Course Design:
This course is designed as a seminar that emphasizes discussion and exchange of ideas and information. Each class will require reading from the assigned texts or from other assigned readings. Throughout this term we will examine topics pertinent to making explicit the requirements and practices of scholarship and meet with a number of faculty from the School of Social Work who will discuss their own work and the research domain in which their research is located. These faculty will describe their own research, how it was conceived, executed and disseminated, so as to give students a direct sense of different styles of scholarship, as well as increased knowledge of domains of research with which they may wish to be associated in the future. Students will take an active role in framing our discussions and introducing our faculty speakers.

Text and Readings
The textbook for the course is available at Ulrich’s and is on Reserve at the Undergraduate Library. (All additional readings will be available on the course CTools site).
Written Assignments:

Two essays will be due over the semester. Please upload your assignments to CTools by the due date (see below) for each assignment.

Essay One (Taking a Historical Perspective): Due October 19 (5-6 pages)
In this essay, the focus is on our readings and discussions of social work scholarship. For this assignment, identify 2 articles written on your area of interest and published in a social work journal the year you were born, and 2 articles on the same or a similar topic in current journals. The following journals are recommended for this assignment: Social Work, Social Work Research (or Social Work Research and Abstracts); Social Service Review; Social Casework, Families in Society; Social Work and Sociology, Child Welfare, Children and Youth Services Review, and Journal of Gerontontological Social Work. Your essay should address the following questions: What do these four articles say about social work scholarship and its development over time? How do they reflect an interdisciplinary approach and a particular approach to scholarship? To what degree do they reflect the approaches to scholarship discussed by Kirk and Reid? What are the tensions involved in this kind of scholarship? How might you approach these challenges and tensions in your own research and scholarship?

Essay Two (Understanding the Research of Social Work Faculty): Due December 7 (5-6 pages)
For this paper you will identify and meet with two social work faculty members whose research is of interest to you. Meet with each faculty member for about an hour to learn more about his or her scholarship and the work they are doing currently. Read at least 3 publications by each faculty member. In your paper discuss why you chose these faculty members, what you learned about their scholarship, and what you learned about the process of scholarship in general from reading their work and talking with them.

Class Participation
Each week we will engage in group discussion and will frequently have invited presentations from social work faculty, therefore attendance is essential. All students are expected to attend every class session and participate in discussions.

Grading
The overall grade for the course will be based on the completion of two written assignments (40% for each assignment), and class participation/facilitation (i.e., each student will be expected to introduce a faculty speaker, facilitate the discussion of readings for that class, and participate in general class discussions –20%).

A grades are given for exceptional individual performance. Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. D grades indicate deficient performance and are not acceptable at the
Accommodations for Students with Disabilities
If you have a disability or condition that may interfere with your participation in this course, please schedule an appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall: (734) 763-3000.

Religious Observances
Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Course Schedule
September 12: Navigating through the Joint Doctoral Program
Readings
Doctoral Guidelines Fall 2011

Readings
Kirk and Reid text (chapters 1-4)

September 26: Learning from Our Own Past (faculty speaker: Rosemary Sarri)
Readings
Sarri, R., Maintaining and restoring family for women prisoners and their children. (Chapter 15)
Sarri, R., Ng, I., & Stoffregen, E. Intergenerational incarceration: Risk factors and social exclusion.

October 3: Henry Meyer Award Presentation from 4:00-7:00 (student award winners: Tam Perry and Yoonsun Han)

Readings

Han, Y. Estimating the relationship of peer drinking with youth alcohol consumption in Chile using propensity score stratification. (Henry Meyer Awardee 2010)

Perry, T. Gifts of preparation: Balancing autonomy and obligations which transcend space, time and mortality. (Henry Meyer Awardee 2010)


October 10: Race and Mental Health (faculty speaker: Daphna Watkins)

Readings


October 17 FALL BREAK

October 24: Discussion of Papers from First Assignment (Taking a Historical Perspective)

Readings

Papers from your classmates

October 31: Mentoring Dinner

Readings


How to Get the Mentoring You Want: A Guide for Graduate Students


November 7: Sexual Orientation, Gender Identity, and Policy Practice (faculty speaker: Michael Woodford)

**Readings**

Kirk and Reid text (chapter 8)


November 14: Empirically-based Practice (faculty speaker: Mary Ruffolo)

**Readings**

Kirk and Reid text (chapter 5 & 7)


November 21: Child Welfare and Juvenile Justice Systems (faculty speaker: Joe Ryan)

**Readings**


November 28: Cancer and Health Care (faculty speaker: Brad Zebrak)

**Readings**

Kirk and Reid text (chapter 9)


December 5: Income, Employment, and Welfare Reform (faculty speaker: Luke Shaefer)

**Readings**


December 12: Discussion of Papers from Second Assignment

**Readings**

Papers from your classmates