This seminar is an introduction to the Joint Doctoral Program in Social Work and Social Science. The basic motivating question for the course concerns the nature, place and practice of multidisciplinary 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 scholarship in a combined professional or academic context is not automatic, but involves the purposive 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 the multidisciplinary contexts of social work and social welfare so that they may begin to evolve an approach to scholarship suited to their own interests, inclinations and capabilities.

Throughout both terms 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 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.

Design
This course is a seminar. The emphasis is on discussion and on the exchange of ideas and information. We will be meeting every two weeks over the next two semesters (fall and winter). Each class will require reading from the assigned texts or from other assigned readings. We will also engage in discussion and exchange with a number of faculty who will talk to us about different fields of scholarly inquiry, as well as about their own work as scholars and researchers. Students will take an active role in framing our discussions and introducing our faculty speakers.
Text and Readings
There are two books for the course available for purchase at Shaman Drum Bookstore on State Street. All additional readings will be available through electronic reserves at the Social Work Library Website. The books will be on 4-hour reserve in the Social Work Library.


Written Assignments:

Three essays will be due over the semester. Each of these essays should be between 8 - 10 pages in length. These are to be submitted electronically via our ctools website drop box by no later than noon on the day they are due.

Essay One: Due October 9
In this paper focus on yourself and the reasons why you decided to come to the Joint PhD program. What did you learn from these readings about the joint program and interdisciplinary scholarship that was new or different from what you expected? What model or perspective do you believe underpins the joint program? What effect, if any, does this information have on how you feel about your decision to come into the joint program? What can you use from these readings that will make you a better scholar within the multidisciplinary context of the joint program, as you understand it currently? What points/depictions/arguments from these readings do you think the scholars (students and faculty) you have meet at UM so far may have forgotten, ignored, or not yet learned?

Essay Two: Due November 6
In this essay focus on our readings and discussions of multi/cross/inter or trans-Disciplinary research and social work scholarship. In this paper discuss your reaction to the type of integration of disciplines that is at the foundation of this PhD program. How have the Meyer Award papers and their authors integrated social work and social science theory? To what degree does this reflect an approach different from social work/social welfare research or social science research? 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 Three: Due December 4
This essay should focus on our readings and discussions of activist and public scholarship. Public scholarship is the focus of growing interest and debate within the disciplines. In what ways is social work and social welfare scholarship “public” or “activist” scholarship? How do you see the approach taken by the Joint PhD program relating to activist and public scholarship? How would you position yourself within this discussion on public scholarship? How can this perspective inform your future work? What challenges might this involve and how could you address these challenges?

Class Participation
Each week we will engage in group activities and discussion, therefore attendance is essential. All students are expected to attend every class session and participate in discussions and group exercises. Class participation will be graded based on the self-assessment form that is at the end of this course outline.

Grading
The overall grade for the course will be based on class participation and completion of three written assignments. Their respective weightings are 60% and 30%. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be added together and translated into letter grades using the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>&lt;69</td>
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</tbody>
</table>

Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance and is not acceptable at the graduate level. A grades are given for exceptional individual performance. Assignments turned in on time can be revised if students desire.

Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.
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.

Electronic Devices
In consideration of your classmates and your own learning please turn off all telephones and pagers during class. I prefer that you receive no messages during class time; if you must be on call for an emergency; please let others know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

SCHEDULE FOR READING, WRITING AND DISCUSSION

1. Monday, September 11. Getting oriented and getting started
Introductions to each other, distribution of the course syllabus, and discussion of course requirements.
Invited speakers: Rosemary Sarri, Sheila Feld

Readings:
   Invited Speakers: Mike Spencer, Daphna Oyserman

   Readings: Kirk and Reid: Chapters 1-3

3. **Monday, October 9: Perspectives on social work/social welfare scholarship**
   Invited speakers: Kathleen Faller, Jorge Delva

   Readings: Kirk and Reid: Chapters 4, 5, 7
   **Essay One Due.**

   Invited Speakers: David Tucker, Karen Staller

   Kirk and Reid: Chapters 6, 8, 9

5. **Monday November 6: Being an Interdisciplinary Scholar**
   Invited Speakers: Meyer Award Winners: Peregrine Silverschanz, Ann Rall, and Lynn Nybell

   Readings: Henry Meyer Award Papers - Available on the ctools website
   **Essay Two due**

6. **Monday, November 20: Public and Activist Scholarship**
   Invited Speakers: Trina Shanks, Barry Checkoway

   Readings: Naples - Chapters 1 - 5

7. **Monday, December 4: Issues for activist scholars**
   Invited speakers: Edith Kieffer, Robert Ortega

   Readings: Naples - Chapters 6 - 11
   **Essay Three due**
Format for Evaluating Your Own In-Class Participation

Much of what you learn in this class has derived from your own participation and your interaction with other students. You will contribute to your own learning and to theirs by the questions and comments you make in class, the way in which you make formal presentations, the leadership you undertake discussions and the way you contribute to class discussions.

You may use the following criteria to evaluate your own in-class participation. If you use the form, rate yourself on a scale of 1 = never to 10 = always. Alternatively, you may prefer to write a brief, one-page essay (400 words or less) that indicates how you would grade your own participation and why.

<table>
<thead>
<tr>
<th>Your name</th>
<th>Score:</th>
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<tbody>
<tr>
<td>1. I read the assignments in advance of class, thought about them and came ready to ask questions or to integrate new information.</td>
<td></td>
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<tr>
<td>2. I took initiative for raising issues in class that I think benefited others, brought in newsclippings or other useful materials to share.</td>
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<tr>
<td>3. I played a leadership, facilitative or otherwise active role during in-class exercises and small group activities.</td>
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<td>4. I played a constructive role and assumed my share of responsibility and more as a member of the class</td>
<td></td>
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<tr>
<td>5. I attended all class sessions</td>
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<td>6. Other (describe)</td>
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Total Score