

WIDENER UNIVERSITY
Center for Social Work Education
SW410: Senior Integrative Seminar in Social Work¹

SYLLABUS

Professor:

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COURSE DESCRIPTION:

This second of a two-semester integrative seminar will provide you with additional research skills by providing an opportunity to apply life story interview methods and related qualitative approaches to understanding human behavior and social work practice. The course assumes that qualitative social work research is suitable for examining the perspectives of individual, families, groups, and communities. Students enrolled in this course will be encouraged to link knowledge gleaned throughout their BSW training to life story research methods, ethnography, data collected and existing studies. A service learning experience will provide an opportunity to collect life story data. The central goal of this course will be to enhance your ability to develop knowledge & critique qualitative studies while at the same time recognize service learning and research's relationship to your own professional and educational training in the field of social work.

OBJECTIVES:

- 1. To acquaint students with qualitative research methods and qualitative research studies. **B9***
- 2. To explore ways social problems and human strengths are discovered through qualitative research methods including life story, narrative, ethnography, documentaries, and photography. **B9***

¹ This course is open to 2nd semester senior year BSW students or with the permission of the program director or associate dean.

3. *To encourage greater empathy and insights into human behavior and practice approaches through service learning, conducting qualitative research and critically examining qualitative research findings. **B4, B9***
4. *To assess how qualitative research studies illuminate social issues with respect to volunteerism, oppression, race, culture, gender, illness (AIDS), age, sexual preference, disability, status, substance abuse, depression, abuse, parenting, life cycle issues, violence against women, peer pressure, racism/sexism, ageism, intergenerational relations, chronic illness/disabilities, relationships, work related issues, sexual orientation, intergenerational relations, homelessness and global social issues. **B3, B11, B12***
5. *To appreciate the challenges faced by at risk groups as represented in qualitative research and service learning. **B3-B9***
6. *To identify ethical issues and dilemmas involved in qualitative research and service learning. **B1-B9, B12***
7. *To provide students with an opportunity to help older adults become civically engaged.*

ADDITIONAL GOALS

- Increase student interest in gerontological social work
- Increase opportunities for students to work across generations and value the importance of the relationship of one generation to the next.
- Develop opportunities for appreciating service learning research in the field of gerontology and intergenerational relations.
- Better prepare students to understand the importance of civic engagement in relation to growing macro-societal problems (e.g. growing number of older adults including centenarians).
- Assist older adults in sharing their legacy with younger generations including BSW students, their families and the larger community.
- Help preserve the ethnic history and culture of older adults using narrative/life story/oral history/interpretive autobiography research methods.
- Empower older adults to share their wisdom, life accomplishments, strengths and talents to strengthen social work students' understanding of human behavior throughout the life cycle.
- Give older adults the chance to become civically engaged with Widener University by participating in the education of BSW students.

CLASS PREPARATION AND PARTICIPATION:

This course is a **Senior BSW** seminar and is fully dependent on each student having participated in a **required service learning project**, read, and reflect on the assigned material, and ready with comments prior to each session. Methods of instruction will include: service learning, assigned readings, student discussion, guest speakers, videos, experiential exercises, e-mail and a field trip to see the performance of **Menopause** or attend one of the storytelling film/lecturer series at **The White Dog Café** (see end of syllabi for selected topic). Class participation is vital to any productive learning experience and is the basis for monitoring each student's progress. Coming to class prepared will not only enhance the quality of each seminar meeting but also reflect your respect for your fellow students and professor who are dependent upon everyone's participation.

EVALUATION METHODS:

The following evaluation methods will be used to determine a student's final grade.

	<u>Grading</u>	<u>Due</u>
1. <u>Class Participation</u> (attitude, responses to the assigned readings/films and service learning visits).	20%	Weekly
2. <u>Attendance</u> (includes arriving on time)	10%	Weekly
3. <u>Critique of Qualitative Study</u> (book)	15%	Week 6
4. <u>Life Story Study</u> (Transcript, Final Chapter & Commentary)	25%	Week 11 & 12
5. <u>Power Point Research Presentation</u>	15%	Week 13
6. Presentation at the BSW Student Research Day		April 20, 2007

Class participation should reflect:

- a.) Completion of assigned readings.
- b.) An ability to critically discuss readings and topics.
- c.) An ability to reflect on service learning visits with older adults/centenarians and agency.
- d.) A willingness to listen to classmates opposing perspectives.
- e.) A willingness to integrate readings, films; class material and field/educational/research experience while sharing ideas relevant to the weekly themes.
- f.) A willingness to vocally experiment with one's articulation of ideas.
- g.) Positive attitude toward learning.

COURSE POLICIES:

Standards for Academic Integrity-Students must adhere to the Widener University policy on Academic Integrity as written in the *Student Handbook* (2003-2004). The standard clearly outlines the fact that cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy and gives the penalties for any such violations. Students are advised to utilize the *Publication Manual of the A. P. A. 5th edition* (2001). *Washington, D.C.: American Psychological Association* as a resource for correct citation. In addition, it is a violation of the standards of academic integrity to either use or submit the paper of another student in order to complete the writing assignment(s) in a course. It is the responsibility of the student to be familiar with the Standards for Academic Integrity as outlined in the *Student Handbook* (2006-2007).

Attendance: Attendance at class is mandatory. Absences will be accepted for legitimate reasons (i.e. death in family, illness, and dangerous driving conditions due to weather). If you miss class it is your responsibility to obtain class material. More than **1** absence will result in a full grade reduction for each subsequent absence. Absenteeism's will negatively affect your final grade.

Lateness: You are expected to arrive on time for class. Arriving late is distracting to the professor and your fellow classmates. Habitual tardiness will affect your final grade. Two or more late arrivals will result in a reduction of one grade from your final grade. Extenuating circumstances should be discussed with the professor. Students are considered tardy if they arrive later than five minutes to class. Students arriving later than 10 minutes will not be allowed into the classroom. This will be counted as an absence.

Beepers/Cell Phone: use will not be allowed in class.

Accommodations: Students with any personal reasons for not wanting to take part in discussions or viewing of films that may cause discomfort or embarrassment should privately notify the professor. Should unanticipated personal reactions to class materials/discussions or the service learning experience occur, feel free to notify the professor or leave the classroom.

Syllabi: The professor of this course reserves the right to make the required changes in the syllabi, course schedule and evaluation methods if needed. The professor welcomes and will encourage student input throughout the course.

AMERICANS WITH DISABILITIES ACT (ADA):

If you need accommodations to maximize your learning needs in this class, please express those needs to the faculty member and/or ENABLE Counseling Services

offered at Widener. This course and university provides support and will assist in making accommodations for students with physical/ and/or learning differences (a list of services provided by Widener will be distributed in class).

WIDENER UNIVERSITY WRITING CENTER:

The Widener University Writing Center is located in the Old Main Annex, first floor. Hours are Monday through Thursday from 8 a.m.-9 p.m., and Fridays from 8 a.m.-5 p.m. The Widener Center offers assistance with word processing, organization, punctuation, word choice, and spelling. They also offer assistance with creative writing projects, final research reports, and citation references in APA. Use of the center can be a tremendous help with your written assignments and the development of written skills essential for professional success. **Students who use the writing center will receive extra credit on their written assignments.**

MID TERM BREAK: MARCH 3-11

REQUIRED READINGS:

{May be purchased at Widener Bookstore, Borders, Barnes and Noble or amazon.com; portions of several books will be placed on reserve}

Atkinson, R. (1998). The Life Story Interview. Thousand Oaks, CA: Sage.
(ISBN: 0-7619-0428-X)

Ehrenreich, B. (2001). Nickel and Dimed: On (Not) Getting by in America.
New York: Metropolitan. (Selected portion/s will be placed on E-res).

Jacobs, P. J. (2005). Light in Darkness: A Survivor's Story. Philadelphia, PA:
Phyllis Sterling Jacobs. (Will be distributed in class)

Nazario, S. (2007). Enrique's Journey. New York: Random House.
ISBN 978-0-8129-7178-1

Riessman, C. K. (1993). Narrative Analysis. Thousand Oaks, CA: Sage.
(Selected portions will be placed on E-res).

(ISBN 0-8039-4754-2) (Selected portions will be placed on E-res).

Walls, J. (2006). The Glass Castle: A Memoir. New York, Scribner.
(ISBN 074324754X)

Recommended:

- Albom, M. (1997). Tuesdays with Morrie. NY: Doubleday.
- Birren, J. E., & Deutchman, D. E. (1991). Guiding Autobiography Groups for Older Adults: Exploring the Fabric of Life. Baltimore, Maryland: John Hopkins.
- Chase, W. E. (2005). Narrative inquiry: Multiple lenses, approaches, voices. In N. K. Denzin & Y. S. Lincoln (Eds.). Handbook of Qualitative Research (3rd ed.), pp. 651-679. Thousand Oaks, CA: Sage.
- Clandinin, J. & Connelly, M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey Bass.
- Chapt 7: Composing field texts, pp. 92-118
Chapt. 8: From field texts to research texts, pp. 119-137
- Czarniawska, B. (2004). Narratives in Social Science Research. London: Sage.
- Denzin, N. K. & Lincoln, Y. S. (2002). The Qualitative Inquiry Reader. Thousand Oaks, CA: Sage.
- Denzin, N. K. (1989). Interpretive Biography. Thousand Oaks, CA: Sage.
- Gubrium, J.F. & Sankar A. (1994). Qualitative Methods in Aging Research. Thousand Oaks, CA:Sage.
- Krueger, R. A. (2000). Focus Groups (3rd edition). Thousand Oaks, CA: Sage.
- Lieblich, A., Tuval-Mashiach, R. & Zilber, T. (1998). Narrative Research: Reading, Analysis, and Interpretation. Thousand Oaks, CA: Sage.
- Morgan, D. L. (1997). Focus Groups as Qualitative Research (2nd edition). Thousand Oaks, CA: Sage.
- Lieblich, A. (1998). Reading a life story from a holistic-content perspective. In A. Lieblich, Rivka, Tuval-Mashlach & T. Zilber (Eds.). Narrative Research : Reading, Analysis and Interpretation (pp. 62-87). Thousand Oaks, CA: Sage.
- Padgett, D. K. (ed.). (2004). The Qualitative Research Experience. Thousand Oaks, CA: Sage.
- Riessman, C. K. (1993). Narrative Analysis. Thousand Oaks, CA: Sage.

- Richardson, L. (1995). Narrative sociology. In J. V. Maanen (Ed.).
Representation in Ethnography (pp. 198-221). Thousand Oaks, CA: Sage.
- Rossman, G. B. & Rallis, S. F. (2003). Learning in the Field: An Introduction to Qualitative Research. Thousand Oaks, CA: Sage.
- Shaw, I. & Gould, N. (2001). Qualitative Research in Social Work. Thousand Oaks, CA: Sage.
- Smith, K.S. (2002). Manna: In the Wilderness of Aids: Ten Lessons in Abundance. Cleveland, Ohio: Pilgrim Press. (ISBN 0-8298-1458-2)
- Smith, J. A. (ed.). (2003). Qualitative Psychology. Thousand Oaks, CA: Sage.
- Szuchman, L. T. & Thomlison, B. (2004). Writing with Style: APA Style for Social Work. Belmont, CA: Thomson.
- Wolcott, H. F. (ed.). (2001). Writing Up Qualitative Research. Thousand Oaks, Sage.

THEATRE:

Show performances (date and play/event to be selected in class)

“Menopause”

Society Hill Playhouse
507 South 8th Street
Philadelphia, PA
215-732-1366

(Cross streets-Lombard and South)
Transportation to be arranged in class.

The White Dog Cafe
Selected Speaker Engagement/Life Storytelling
(See Appendix for description)

**“Nagasaki, August 9, 1945:
Memories of a Witness”**
with Akiko Seitelbach

Tuesday, February 13 at 6:00 pm

ASSIGNMENTS: (Service Learning)

This course is organized to assist students in the development of qualitative/narrative research skills and integration of their social work education and experience. All classes will be designed to present academic material while at the same time simulate a qualitative research experience itself through service learning, life story and the use of documentary to critique and collect qualitative information. Four course assignments are detailed below.

- I. **THE LIFE STORY:** The life story project is designed to collect detailed autobiographical information on an individual (See Atkinson, 1998). For purposes of integration this class we will be interviewing older adults/centenarians. I believe that these older adults will provide a wealth of information and wisdom related to your social work education. Respondent names will be generated by the selected agencies.

Opportunities for partnering include: Jewish Family and Children's Services, the Delaware County Office of Services for the Aging (COSA), Second Time Around Grandparents of Family and Community Services of Delaware County and the William Way LGBT Community Center. A short description of these agencies follows.

Jewish Children and Family Services:

Jewish Family and Children's Service of Greater Philadelphia - drawing on the vision, caring and expertise of our staff, board of directors and trustees, and volunteers - is a comprehensive human service organization that offers professional counseling and supportive services to children, adolescents and adults in every phase of the life cycle and from all walks of life.

JFCS works with individuals, couples and families to develop better ways of understanding and coping with life's challenges. And we are dedicated to preventative strategies - strengthening and enriching Jewish family life through educational programs, seminars and discussion groups which address the specific needs of participants. (For survivors who lived under Nazi occupation/domination during World War II)

"The Jewish Holocaust Survivors Project provides services such as home care, counseling, housekeeping, adult day care, and caregiver support as well as funds for emergencies like special medical needs. These funds are available for Holocaust survivors who cannot afford to pay for services on their own or whose families need financial assistance to pay for the survivor's care."

Delaware County of Services for the Aging (COSA):

"Under the direction of Louis G. Colbert, the County Office of Services for the Aging provides valuable services for residents of Delaware County. COSA is the Department of County Government responsible for planning, coordinating and administering programs and services for the County's population over the age of sixty. COSA's goal is to enable senior citizens to maintain

their independence and dignity, remain in their own homes and communities with appropriate support services, and to deter or prevent unnecessary institutionalization. Special emphasis is placed on serving those who are frail, living alone and are functionally disabled or otherwise in social or economical need. The Pennsylvania Department of Aging has designated COSA as an Area Agency on Aging. As such, COSA receives federal and state funds to provide services to older Delaware County Residents. (Delaware County Courthouse and Government Center Web-Site). COSA is located at 206 Eddystone Avenue (2nd Floor), Eddystone, PA 19022-1594. Their phone number is (610) 490-1300 or 1-800-416-4504.”



The William Way Lesbian, Gay, Bisexual and Transgender Community Center, Silver Foxes (The William Way Community Center is located at 1315 Spruce St. Philadelphia, PA 19107, (215) 732-2220)

The William Way Lesbian, Gay, Bisexual and Transgendered Community Center provides a variety of educational, cultural, social and health services for Philadelphia’s diverse sexual and gender minority community. The Center offers a wide range of community services and cultural, educational, social and recreational programs. The center was formed in 1996 and is presently housed in a newly renovated building. Recently awarded a grant from the Philadelphia Corporation on Aging, Area Agency on Aging (PCA), William Way has developed the only specialized program in Pennsylvania serving the older adult LGBT community. The Silver Foxes is a program providing recreational, cultural, and other services for LGBT older adults. The PCA grant has allowed William Way to advertise, market and provide outreach to the LGBT older adult. Community. Already, the center has developed the Connecting Generations Program. An intergenerational friendship program that fosters connections between LGBT people across generations, thereby reducing isolation among LGBT older adults and providing opportunities for meaningful mentoring interactions for both the older adults and younger LGBT people for social support.

The mission of the William Way Center is:

To encourage, support, and advocate, within and beyond the lesbian, gay, bisexual, and transgender communities, a positive sense of self- acceptance and appreciation of these communities and their diversity.

To provide and encourage education within and beyond these communities about gay, lesbian, bisexual, and transgender culture, history and contributions to society at large, and

To promote mental and physical health and well-being for sexual and gender minorities.”



Second Time Around Parents, Family and Children’s Services of Delaware County (Located at 2500 West 10th Street, Chester, PA 19013, (610-566-7540)

Family and Community Service of Delaware County (FCS) is an incorporated, nonprofit, multi-service counseling agency serving Delaware County. FCS traces its origins from the Community Centre of Media which began operations in 1920. The present Agency resulted from the consolidation and merger of Delaware County’s five family service agencies between 1940 and 1946. FCS provides services from offices in Media and Clifton Heights, the Ralph Moses House in Chester, and in other community locations. Second Time Around Parents (STAP) is one of the many programs offered. A description of this program follows.

STAP is a program for grandparents raising grandchildren due to parental drug/alcohol or mental health problems. Services include case management, counseling, and separate educational/support and therapy groups for grandparents and grandchildren.



Your study should follow the procedures outlined in your Atkinson Life Story book (1998) and those presented in class. Your paper should include not only the life story as reported by the respondent but also detailed commentary prior to and after the presentation of the story itself. This story should not be a reporting of facts but the respondent's reflection of events that give meaning to life. Your commentary should focus on critical reflective thinking and an integration of your social work education including theory, practice, research, and recommendations for policy.

You should contact the selected agency and select a respondent by the **third week** of the semester. Once your respondent has been assigned you will be given a week to arrange an interview schedule. I will be collecting cards indicating scheduled interview dates by the **fourth week** of the semester. Interviews should take approximately 10 hours. You can expect to complete three hours of transcription for each hour of interviewing. Please allot the appropriate amount of time for completion of your work. Your life story (without commentary) will be due after spring break, **week 8**. **Your transcribed interview will be due the 10th session and commentary with your interpretive final chapter due on the 12th class. Your power point presentation will be due on April 17th. Undergraduate Student Research Day is scheduled for April 20, 2005. All students will be expected to participate in the BSW student research day. Family, friends, faculty and the larger university are invited.**

II. BOOK CRITIQUE- (5 type written double spaced pages, be prepared to discuss in class). This assignment requires you to come prepared with a methodological critique of either:

- ❖ *Newman, K. S. (2004). The Social Roots of School Shootings. New York: Basic Books. (ISBN 0-465-05103-0)*

This assignment is due session 6. Your paper should address the following questions: **(B1, B3, B4, B5, B7, B8, B9, and B12)**

TASKS:

- A. What is the research question/s explored in this study?
- B. What theoretical perspective was used in this study?
- C. How was literature incorporated into this study? What type of literature was used?

- D. What type of qualitative designed was used in this study. Describe.
- E. How was data collected? (participant observations, ethnomethodology, interpretive biography/life story....)
- F. Where there any ethical issues involved? If yes, how were they overcome?
- G. What methods of analysis were used to interpret the data?
- H. What were the major findings?
 - Was new information developed?
 - Is this information useful to our profession (social work)?
 - Is this information useful to clients served by social workers?
 - How has this study enhanced your own professional development?
- I. What are the limitations of the study?
- J. Would you have conducted the study the same way as the researcher?

TOPICAL OUTLINE

Session 1 INTRODUCTION TO COURSE (2/16)

Overview of course: purpose/expectations of an integrative seminar and service learning.

Assigned reading for today's class:

Walls, J. (2006). The Glass Castle: A Memoir. New York, Scribner.

(Finish by session 2)

Lewis, M. (2002). Service learning and older adults.
Educational Gerontology, 28: 655-667.

Shenk, D. & Schmid, R. M. (2002). A picture is worth...: The use of photography in gerontological research. In G. D. Rowles & N. E. Schoenberg (eds.). Qualitative Gerontology: A Contemporary Perspective (241-262). New York: Springer.

FILM-Bubbeh Lee & Me-What can a grandchild discover through a grandparent? When the filmmaker arrives in Florida to visit his feisty, 87 year old Jewish grandmother and speaks with her heart to heart about love, death and sexuality, their two worlds collide and the strength of their bond emerges. A spirited reflection on aging, identity, diversity and acceptance, this classic film examines the legacies passed through families and generations, and shows that the journey of self-discovery can begin at any age.

New Day Films (B4, B12)

FILM-Life Stories: Aging and the Human Spirit-In this documentary, senior citizens come together to master the techniques that will enable them to write the stories of their lives. Pioneered at the Institute for the Medical Humanities at the University of Texas Medical Branch, "Share your life story" demonstrates that learning, creativity, and spiritual growth can continue in one's later years.

New River Media (2001) (B4, B12)

Session 2 **USING LIFE STORIES & RELATED QUALITATIVE APPROACHES**

Qualitative research in social work: Why?
Quantitative vs. Qualitative
Qualitative and Practice
Qualitative and Human Behavior
Interpretive Biography: The Life Story, Narrative Research
Ethnography

Assigned readings for today's class:

Atkinson, Chapt. 1 & 2

Munoz-Plaza, C. E., Strauss, S. M., Astone, J. M., Des, D. C. & Holly Hagan, J. (2004). Drug treatment programs as sites of opportunity for the delivery of Hepatitis C prevention education: Client and staff perspectives. Journal of Drug Issues, 34: 861-868.

Walls, J. (2006). The Glass Castle: A Memoir. New York, Scribner.

FILM- "SOUTHERN COMFORT is a documentary about the life of Robert Eads, a 52-year-old female to male transsexual who lives in the back hills of Georgia. "A hillbilly and proud of it," he cuts a striking figure: sharp-tongued, bearded tobacco pipe in hand. Robert passes so well as a male that the local Klu Klux Klan tried to recruit him to become a member...

New Wave Films 7/30/2003

Optional:

Albom, M. (1997). Tuesdays with Morrie. NY: Doubleday.

Goffman, E. (1963). Stigma: Notes on the Management of Spoiled Identity. Englewood Cliffs, New Jersey: Prentice Hall.

Goffman, E. (1959). The Presentation of Self in Everyday Life. New York: Doubleday.

Riessman, C. K. (1993). Narrative Analysis. (pp. 8-23). Thousand Oaks, CA: Sage.

Riessman, C. K. (2001). Personal Troubles as Social Issues: A Narrative of Infertility in Context. In W. S. & N. Gould (eds.). Qualitative Research in Social Work (pp. 73-82). Thousand Oaks, CA: Sage.

Sands, R. G. & McClelland, M. (1991). Emic and etic perspectives in ethnographic research on the interdisciplinary team. In E. Sherman & Reid, W. J. (Eds.), Qualitative research in social work. (pp. 32-51). New York: Columbia University.

Kenyon, G. M. (2003). Telling and listening to stories: Creating a wisdom environment for older people. Generations, 30-33.

Stafford, P. B. (2001). Teaching the ethnography of aging. Educational Gerontology, 27: 557-567.

Session 3 IDENTIFYING A TOPIC AND OBTAINING INFORMATION

Assigned readings for today's class:

Guest Speaker: Phyllis Sterling Jacobs

Atkinson, Chapt. 3, Doing the interview, pp. 39-53.

Jacobs, P. J. (2005). Light in Darkness: A Survivor's Story. Philadelphia, PA: Phyllis Sterling Jacobs.

Randall, W. L., Prior, S. M. & Skarborn, M. (2006). How listeners shape what tellers tell: Patterns of interaction in lifestory interviews and their impact on reminiscence by elderly interviewees. Journal of Aging Studies, 20: 381-396.

FILM-Capturing the Past: How to Prepare and Conduct an Oral History
Review. *Everyone has a story to tell. People tell stories about their own lives, and when those stories are preserved and passed down to future generations, an oral history is created. Often, it is history the way we remember it, the way our parents and grandparents remember it, or the way we lived it. Capturing the Past takes the viewer through an oral history interview, providing step-by-step instructions. The viewer will learn how to plan, prepare, conduct and preserve oral history, using audio and video tape. (A Wisteria Pictures, Inc. production in cooperation with KBYU, Brigham Young University and Utah Statehood Centennial Commission, 31 minutes).*

Optional:

Riessman, C. K. (1993). Narrative Analysis. (pp. 23-53).
Thousand Oaks, CA: Sage.

Session 4 ETHICAL ISSUES FACING QUALITATIVE RESEARCHERS

Assigned readings for today's class:

Knei-Paz, S. & Ribner, D. (2000). A narrative perspective on "doing"
for multiproblem families. Families in Society. 81(5): 475-482.

Reissman, C. K. (1989). From victim to survivor: A woman's narrative
reconstruction of sexual violence. Smith Studies in Social Work,
59: 232-251. **(B8, B9, B11)**

Optional:

Cassell, J. (1982). Harms, benefits, wrongs and rights in fieldwork"
In J. E. Siber, The Ethics of Social Research (pp. 7-31).
New York: Springer.

Punch, M. (1998). Politics and ethics in qualitative research," In
N. Denzin & Y. Lincoln (Eds.). The Landscape of Qualitative
Research (pp. 156-184). Thousand Oaks, CA: Sage.

Thorne, B. (1980). "You still takin' notes?" Fieldwork and problems
of informed consent. Social Problems 27: 284-297.

FILM-Capturing the Friedmans-Released May 30, 2003*The Friedmans are a seemingly normal family living in an affluent suburb of New York, until the day the police arrive and charge the father and son with hundreds of shocking crimes. As the community reacts and the media begins a feeding frenzy, the Friedmans take the unusual step of documenting their unraveling on home video. Winner of the Grand Jury prize for Best Documentary at the 2003 Sundance Film Festival.*

Optional:

Fine, M. & Weiss, L. (2002). Writing the “Wrongs” of Fieldwork. In N. K. Denzin & Y. S. Lincoln (eds.). The Qualitative Inquiry Reader. (pp. 25-38). Thousand Oaks, CA: Sage. (B8, B9)

Session 5: INTERVIEWING & INTERPRETING DATA (The Life Story)

Assigned readings due for today’s class:

Atkinson, Chapt. 4: Interpreting the Interview, pp. 54-73.

Atkinson, Chapt. 5: Conclusion, pp. 74-76.

Riessman, C. K. (1993). Narrative Analysis (pp. 54-63). Thousand Oaks, CA: Sage.

Floersch, J. (2000). Reading the case record: The oral and written narratives of social workers. Social Service Review. 169-192.

Leichtentritt, R. D. & Arad, B. D. (2006). The impact of sexual abuse as portrayed by Israeli social workers through victim impact statements. Families in Society, 87: 123-132.

Optional:

Holland, S. (2000). The assessment relationship: Interactions between social workers and parents in child protection assessments. British Journal of Social Work, 30: 149-163.

FILM-GIRLHOOD, the new documentary film from Academy Award-nominated director Liz Garbus, tells two coming-of-age stories from the real America: Shanae, ten years old when she was gang-raped by five boys, responded by drinking and drugging, and then graduated to murder, with the stabbing death of a friend, at age 12. Megan, whose mother abandoned her to turn tricks to support her ravaging heroin addiction, ran away from ten different foster homes before being arrested for attacking another foster child with a box cutter. Both girls ended up in the Waxter Juvenile Facility, home to Maryland's most violent juvenile offenders. It is here that their journeys really begin. With unprecedented access to the system and to the complex interior lives of the protagonists, **GIRLHOOD** follows Shanae and Megan over the next three years of their lives, as they struggle to come to terms with their crimes, their pasts, and their futures. One of them will graduate from high school at #4 in her class, having made her way through the minefield of her childhood and even greater crises to come;

another will find herself trapped by the demons of her upbringing, on the streets of East Baltimore, still searching for salvation. But both will struggle to come of age in an America in which childhood, as we would all like to imagine it, is in shorter and shorter supply. A story of mothers and daughters, crime and its consequences, and ceaseless striving in the face of inconceivable adversity, GIRLHOOD is a testament to the faith and struggles of two young girls just trying to grow up.

Wellspring Media 2003-2007

Session 6 ENTERING THE FIELD & COLLECTING DATA
Field Research
Ethnomethodology
Participant Observation

BOOK CRITIQUE DUE

Assigned readings for today's class:

Ehrenreich, B. (2001). Nickel and Dimed: On (Not) Getting by in American. New York: Metropolitan Books.
(Selected portions on E-Res)

Newman, K.S. (2004). Rampage: The Social Roots of School Shootings. New York: Peruses Books Group.

Appendix B: Qualitative Research Design, pp. 319-328.

Appendix C: Quantitative Data & Methods, pp. 329-333.

Episode-30 Days-Minimum Wage An unscripted, documentary-style program where an individual is inserted into a lifestyle that is completely different from his or her upbringing, beliefs, religion or profession for 30 days. Morgan Spurlock and his fiancée Alex try to survive 30 days on minimum wage.

OR

Film: Number Our Days- Anthropologist Barbara Myerhoff, whose scholarly work focused on the study of indigenous peoples, decides to research a community where she feels an emotional connection, that of elderly American Jews. In this Academy-Award® winning portrait, Myerhoff conducts field work at the Israel Levin Jewish Community Center in Venice, California, which is a magnet for a group of men and women in their eighties and nineties, many of them originally from Eastern Europe. Proceeding from the idea that one day their fate will

be her own, Myerhoff takes much more than an academic interest in the ways her subjects deal with poverty, illness, loneliness, and old age. She shows how they find important solace in the company and activities of the center. With unusual warmth and compassion, she explores their histories and records the texture of their lives, where nothing is taken for granted. (1983, 29 mins.)"

News from Jewish Media Fund

Session 7 **THEATER: "Menopause"**
(B3, B4, B5, B6, B8, B12)

SPRING VACATION

Session 8 **MANAGING AND ANALYZING DATA**
Due-Life Story Transcript
Begin working on commentary & power point

Assigned readings for today's class:

Peart, N. A., Pungello, E. P., Campbell, F. A. & Richey, T. G. (2006). Faces of fatherhood: African American young adults view the parental role. Families in Society, 87: 71-83.

Sands, R. G. & Goldberg-Glen, R. S. (2000). Using a microanalysis of a videotaped interview to understand the dynamics of grandparent-headed household. In B. Hayslip & R. S. Goldberg-Glen (Eds.). Grandparents raising grandchildren: Theoretical, empirical, and clinical perspective. (pp. 239-253). New York: Springer.

Watson, W. K., & Bell, N. J. (2005). Narratives of development, experiences of risk: Adult women's perspectives on relationships and safer sex. British Journal of Health Psychology, 10, 311-327.

FILM: SOUND AND FURY documents one family's struggle over whether or not to provide two deaf children with cochlear implants, devices that can stimulate hearing. As the Sardinians of Long Island, New York debate what the right choice is for the two deaf cousins, Heather, 6, and Peter, 1 1/2, viewers are introduced to one of the most controversial issues affecting the deaf community today. Cochlear implants may provide easier access to the hearing world, but what do the devices mean for a person's sense of identity with deaf culture? Can durable bridges be built between the deaf and hearing worlds? Find out. SOUND AND FURY was a 2001 Academy Award nominee for Best Documentary Feature

OR

Film-THIN- *Eating disorders affect five million people in the U.S., and more than 10% of those diagnosed with anorexia nervosa will die from the disease. Seeking to put a human face on these sobering statistics, acclaimed photographer Lauren Greenfield went inside a Florida treatment center to tell the stories of four women who are literally dying to be thin. The devastating HBO documentary THIN reveals what she found there - and explores the issues underlying their illness.*

The film deftly chronicles the pervasiveness of restrictive eating behaviors (most of the women profiled learned dysfunctional eating habits from their mothers while growing up), as well as the failure of our current health-insurance industry to address its clients' needs, while never shifting focus from the women themselves. Director Lauren Greenfield documents with astonishing depth the daily rituals, spontaneous friendships and startling swings between recovery and relapse that make up life at the center. The result is a powerful new insight into one of our society's most insidious open secrets.

HBO 2006

Optional:

Riessman, C. K. (1993). Narrative Analysis (pp. 54-70).
Thousand Oaks, CA: Sage.

Session 9

TELLING THE STORY:

INFLUENCE IN AMERICA AND SOCIAL CHANGE

(continue working on commentary, next chapter & power point)

Assigned readings for today's class:

Newman, K.S. (2004). Rampage: The Social Roots of School Shootings.
New York: Peruses Books Group.

FILM-BOWLING FOR COLUMBINE-(2002). *"Filmmaker Michael Moore uses the high school shootings in Columbine as a touchstone for his wide-ranging exploration of the culture of guns and gun violence in the United States. " Oscar. COM"*

"Bowling for Columbine" is an alternately humorous and horrifying film about the United States. It is a film about the state of the Union, about the violent soul of America. Why do 11,000 people die in America each year at the hands of gun violence? The talking heads yelling from every TV camera blame everything from Satan to video games. But are we that much different from many other countries? What sets us apart? How have we become both the master and victim of such enormous amounts of violence? This is not a film about gun control. It is a film about the fearful heart and soul of the United States, and the 280 million Americans lucky enough to have the right to a constitutionally protected Uzi. (B3, B5, B6, B8, B9)

Michael Moore Web Site

**Session 10 CROSS CULTURAL QUALITATIVE RESEARCH:
AN INTERNATIONAL PERSPECTIVE**

Nazario, S. (2007). Enrique's Journey. New York: Random House.

Neuner, f., Schauer, M., Klaschik, C., Karunakara, U. & Elbert, T. (2004). A comparison of narrative exposure therapy, supportive counseling, and psychoeducation for treating posttraumatic stress disorder in an African refugee settlement. Journal of Consulting and Clinical Psychology, 72: 579-587.

Yip, K., Ngan, M., & Lam, I. (2003). A qualitative study of parental influence on and response to adolescents' self-cutting in Hong Kong. Families in Society, 84: 405-416.

Optional:

Rose, G. (2002). Visual methodologies. Thousand Oaks, CA: Sage.
(Chapt. 1: Researching visual materials, pp. 5-32; Chapt. 2:
"The good eye": Looking at pictures using compositional interpretation, pp. 33-53.

FILM-A Closer Walk (2003). Directed, written and produced by Oscar nominee Robert Bilheimer, narrated by Glenn Close and Will Smith, A Closer Walk explores the intricate relationship between health, dignity, and human rights, and shows how the harsh realities of AIDS in the world are expressions of the way the world is.

The film features interviews with prominent individuals from all walks of life including The Dalai Lama, Kofi Annan, and Bono: stories, portraits, and vignettes of children, women, and men living with AIDS on four continents; and breathtaking cinematography by Richard D. Young that celebrates human dignity, even as it bears witness to immense human suffering.

OR

FILM-Born Into Brothels (2004.) is a documentary about the inspiring non-profit foundation Kids With Cameras, which teaches photography skills to children in marginalized communities. In 1998, New York-based photographer Zana Briski started photographing prostitutes in the red-light district of Calcutta. She eventually developed a relationship with their children, who were fascinated by her equipment. After several years of learning in workshops with Briski, the kids created their own

*photographs with point-and-shoot 35 mm cameras. Their images capture the intimacy and color of everyday life in the overpopulated sections of Calcutta. Proceeds from the sale of the children's photographs go to fund their future education. Directed by Briski and filmmaker Ross Kauffman, *Born Into Brothels* was shown at the Sundance Film Festival in 2004 as part of the documentary competition. ~ Andrea LeVasseur, All*

OR

FILM-*Lost Boys of Sudan* (2003). Megan Mylan and Jon Shenk's award-winning documentary *Lost Boys of Sudan* examines what happens when a pair of Sudanese boys, orphaned due to a civil war in their home country, are allowed to live for a year in the United States. Santito and Peter must contend with extreme examples of culture shock, while also figuring out how to negotiate a world that is physically safe but emotionally and intellectually foreign to them. Unlike many documentaries, the film does not employ a voice-over narration. ~ Perry Seibert, *All Movie Guide*

Optional Readings:

Smith, K. (2002). Manna: In the Wilderness of Aids: Ten Lessons in Abundance. Cleveland Ohio: Pilgrim Press.
(B3, B4, B5, B6, B12)

Session 11 Making Sense of the Data: A Personal Account

Jacobson, C. J., Luckhaupt, S. E., Delaney, S. & Tsevat, J. (2006). Religio-biography, coping, and meaning-making among persons with HIV/AIDS. Journal for the Scientific Study of Religion, 45: 39-56.

Session 12 Data Analysis: Individual Tutorials

Session 13 CLASS PRESENTATIONS OF LIFE STORIES/POWER POINT PRESENTATIONS (for BSW Student Research Day)

Session 14 BSW Student Research Day & Banquet (April 21, 2005)
Please be prepared to present to faculty, friends, family and the larger Widener University community.

**Session 15 CONCLUDING REMARKS
(End of Semester Party!)**

FILM-*Voices in the Field: Social Work with Older Adults*.
Funding provided by: The John A. Hartford Foundation.

APPENDIX A

Qualitative Research Exercise (B8, B9) (To be used in class as guide prior to watching films)

TASKS:

- A. Define Target Population and/or target setting.
- B. Define approach: Multi-method, semi-structured interview, participant observation...
- C. List relevant demographic characteristics and identifying information related to your study i.e. gender, sexual orientation, social class, education, family system, geographic location, time of day, race, gender....

Make a face sheet devoted to the above gross factual data for bookkeeping and identification.

- D. Develop a list of open-ended questions relevant to your research interest/question.
- E. List probes for each of the above questions
- F. Organize your questions so that your semi-structured interview will flow.
- G. List ethical issues?
 - Will you deal with these issues?
 - What information will you share with participants?
 - What information will you share with others?

INTERVIEW PLANNING:

- A. Where will you observe?
- B. What will your field site be?
- C. How will you gain access/entry into the group you are interviewing or observing?
 - What is your strategy for entering the field?
- D. What will you disclose about yourself and the project?

- E. How will you locate gatekeepers?
- F. Will you observe, conduct individual or group interviews?
 - Give rationale for choosing this approach.
- G. What level of involvement will you have in the field if you are conducting a participant observation study?
 - Complete Observer
 - Observer as Participant
 - Participant as Observer
 - Complete Participant
- H. How and where will interviews (observations) be arranged? Scheduled?
- I. How will you observe and collect data? (Puzzlements & Jottings)
 - Watching, listening, observing...
 - Who will observe/conduct interviews?
 - How will interviewers/observers (if used) be trained?
- J. How will you record the data?
 - List types of field notes; direct observation; immediately after leaving fields, technology-audio, video...

APPENDIX B



Storytelling



**“Nagasaki, August 9, 1945:
Memories of a Witness”**

with Akiko Seitelbach

Tuesday, February 13 at 6:00 pm

Akiko Seitelbach was 22 years old and working on the second floor of the Mitsubishi Electrical Works in Nagasaki, Japan, when a bright light silently burst in the cloudless sky about 2 miles away. Amazingly, she survived the blast unscathed, and was able to escape from Nagasaki on foot. Later, she went on to marry an American serviceman and make her home in New Jersey, where she recently authored her memoir, *Nagasaki Woman*.

* * * * *

Storytelling night provides the opportunity to hear the life stories of a variety of peoples and gives voice to underrepresented groups such as ex-offenders, senior citizens, gays, youth, immigrants and homeless people. They also provide a forum to exchange perspectives at a personal level on experiences such as war, civil rights marches, parenting issues, and illness.

Reservations required. 215-386-9224. Optional a la carte dinner begins at 6 pm, Storytellings begin at 7:30 pm. Preferential seating is given to those dining. Remaining seats are available to those with reservations for the storytelling only. Singles are welcome at group tables.

QUALITATIVE RESEARCH EXAMPLES

- Anderson, E. (1978). A place on the corner. Chicago: University of Chicago Press.
- Anderson, E. (1990). Streetwise: Race, class, and change in an urban community. Chicago: University of Chicago Press.
- Anderson, E. (1999). Code of the street: Decency, violence, and the moral life of the inner city. New York: W.W. Norton & Company.
- Dunier, M. (1999). Sidewalk. New York: Farrar, Strauss, and Giroux.
- Espin, O. M. (1999). Women crossing boundaries. New York: Routledge.
- Newman, K. S. (1999). No shame in my game: The working poor in the inner city. New York: Russell Sage Foundation.
- Newman, K.S. (2003). A different shade of gray: Midlife and beyond in the inner city. New York: Basic Books.
- Newman, K. S. (2004). Rampage: The social roots of school shootings. New York: Basic Books.
- Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.
- Liebow, E. (1995). Tell them who I am: The lives of homeless women. Boston, MA: Little, Brown, & Company.
- MacLeod, L. (1987). Ain't no makin' it: Aspirations and attainment in a low-income neighborhood. Boulder, CO: Westview Press.
- Myherhoff, B. (1978). Number our days. New York: Simon & Schuster.
- Pihouse, A. (1998). Social work as an invisible trade. Aldershot: Avebury.
- Sanday, P. R. (1990). Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus. New York: New York University Press.
- Shipler, D. K. (2004). The Working Poor in American. New York: Knopf.
- Stambach, A. (2000). Lessons from Mount Kilimanaro: Schooling, community, and gender in East Africa. New York: Routledge.
- Stack, C. (1996). Call to home: The return migration of African-Americans to the South. New York: Basic Books.

Whyte, W. F. (1981). Street corner society. Chicago: University of Chicago Press.

Weiss, R. (1994). Learning from strangers. New York: Free Press.

OPTIONAL DOCUMENTARIES

A Boy's Life

A BOY'S LIFE paints a dramatic portrait of the troubling forces that have shaped Robert as he grows up in an impoverished region of Mississippi.

Directed by Rory Kennedy (HBO's "American Hollow" and "Pandemic: Facing AIDS", the America Undercover special was a 2003 Tribeca Film Festival selection and received the Best Documentary prize at the Woodstock Film Festival.

When Rory Kennedy first visited rural Eupora, Mississippi, to explore how social services interact with children who suffer from mental illness, she discovered the compelling case of seven-year-old Robert Oliver. Over the course of two years, Kennedy followed Robert and his family, shedding light on how the day-to-day behavior of a young boy has been dangerously affected by the emotional dysfunction of the very people who love him most - his mother and grandmother.

Robanna became pregnant with Robert when she was raped at age 16, and had her mother, Anna, care for him from age two. Under the care of his grandmother, Robert exhibited symptoms of disturbing behavior. He had allegedly killed three dogs and four cats, and had tried to kill himself. Robert was subsequently diagnosed with a variety of personality and behavioral disorders and prescribed numerous medications, which Anna often administers to him by force.

After being transferred to a new school, however, changes in Robert's behavior become apparent. He begins to excel in this stable and supportive setting, blossoming into an honor roll student and Boy Scout. The dichotomy between Robert's success at school and trouble at home quickly raises red flags with Robert's teacher, Emmy Long, principal, Vicky Beckham, and therapist, Dr. Virginia Fee, as well as with the Department of Health and Human Services.

Everything is not as it seems. The expected roles of various family members change radically before the situation is resolved and Robert transcends his painful family legacy, providing hopeful testament to the strength of just one boy. Filled with gripping twists and turns, A BOY'S LIFE is ultimately a journey to discovery and triumph.

Rory Kennedy is an award-winning filmmaker and co-founder, with Liz Garbus, of Moxie Firecracker Films. Her previous HBO credits include the 1999 America Undercover documentary "American Hollow," the story of a tight-knit Appalachian family; it premiered at the Sundance Film Festival and earned numerous awards, including Best Documentary from the American Film Institute. She was also director of the five-part documentary series "Pandemic: Facing AIDS," which debuted on the network in 2003.

A BOY'S LIFE is produced and directed for Moxie Firecracker Films by Rory Kennedy; produced by Liz Garbus; co-director and director of photography, Nick Doob; editor, Charlton McMillan; original music, Joel Goodman; story editor, Mark Bailey. For HBO: supervising producer, Nancy Abraham; executive producer, Sheila Nevins.

What's wrong with Robert? According to his grandmother, he's an emotionally disturbed seven-year-old, whose hyperactive behavior and volatile tirades are symptoms of a serious personality disorder, barely controllable through medication and vigilance. However, to the boy's mother, along with his therapist and school administrators, the real problem is not Robert.

Produced and Directed by award-winning filmmaker Rory Kennedy (HBO's AMERICAN HOLLOW and PANDEMIC: FACING AIDS), this film paints a dramatic portrait of the troubling forces that have shaped the life of a seven-year-old boy from Mississippi. HBO

Aileen: Life and Death of Serial Killer

In 1992, a year after Aileen Wuornos was arrested for the murders of seven men in Florida, filmmaker Nick Broomfield released the documentary "Aileen Wuornos: The Selling of a Serial Killer." A decade later, they were reunited when he was subpoenaed to appear at her final state appeal before execution. The disturbing America Undercover documentary AILEEN: LIFE AND DEATH OF A SERIAL KILLER provides his fresh insights into her story.

Asylum

Nominated last year for an Academy Award® in the Documentary Short category, ASYLUM chronicles a young Ghanaian woman's desperate attempt to escape the traditional practice of female circumcision and her journey to a new country - where she battles U.S. immigration policies.

Born into Brothels

In Calcutta's red-light district lives a group of unforgettable children. Feisty, resilient and wickedly funny, they are the daughters and sons of prostitutes. Trying to evade a doomed future, the children embark on a transformational journey that teaches them how the transcendent power of art can offer hope - and help redirect these challenged lives.

Capturing the Friedmans

"One of the most astonishing debut features ever." - *The New York Times*

"An enthralling film...a work of documentary art." - *Entertainment Weekly*

"This movie will pin you to your seat." - *Rolling Stone*

Hailed as "a masterpiece" by THE NEW YORKER, director Andrew Jarecki's documentary feature riveted viewers with this exploration of a seemingly normal family embroiled in an explosive criminal case that leaves them sullied by scandal, vilified by the media and haunted by damning secrets from the past. This hotly debated Academy Award® nominee and winner of the 2003 Sundance Grand Jury provocatively raises haunting questions about justice, family and, ultimately, truth.

The Children of Leningradsky

An intimate portrait of children living in Moscow train stations, The Children of Leningradsky explores the overwhelming crisis of homeless children in Russia. Sleeping in stairways, garbage containers and underground tunnels, they panhandle or prostitute themselves for money. They sniff glue to curb hunger and to escape from the violent world around them. Yet many of them consider life on the streets a better alternative to what they experienced at home.

Crank

Through the life of three Iowa families, witness the extreme destruction wrought by methamphetamine (crank) addiction, which has become the number one drug problem in rural America.

Cutting Edge

An informal, inside look at a busy Harlem barbershop that serves as a lively forum for black men to discuss any topic, whether controversial or banal, sacred or profane, political or personal.

Stevie

“In the mid-80s while he was studying at Southern Illinois University, Steve James volunteered as an Advocate Big Brother for a Troubled kid Named Stevie Fielding. Ten years later, James would return to Pomona, the small town where Stevie still lived, to check up on his old charge. James’ return to Pomona, and what happened over the next four years, became the basis for his latest doc, titled simply Stevie. It is a long, sad story of neglect and the inescapable cycle of abuse. Review by Mark Slutsky (Montreal Mirror).

The Execution of Wanda Jean

An unflinching investigation of the role that poverty, mental health, race, and sexuality play within the criminal justice system. Wanda Jean Allen was an attractive young woman with what many considered to be an appealing personality. She was also an African-American lesbian whose low IQ indicated borderline retardation. By the age of 29, Wanda Jean had killed twice - and would become one of the most controversial death-row inmates in recent history.

Table Talk
Darfur Alert:
Preventing a Humanitarian Crisis

Monday, June 20, 6pm

with **Dr. Jerry Ehrlich, Dr. Ibrahim Imam, and Lou Ann Merkle**

The Phila. area community has some of the most active advocates in the US working to stop the genocide in the Darfur region of western Sudan, where it is estimated that at least 200,000 people have died and nearly two million have been displaced. Dr. Imam, a Darfuran active in the Western Sudanese Association, will describe the politics and history behind the crisis. A pediatrician who served in the Kalma Refugee Camp in 2004 with Doctors Without Borders, Dr. Ehrlich returned with stories and with over 100 children’s drawings of life in the villages. Merkle, Coordinator of the Darfur Alert! Coalition, will talk about activist initiatives, including the Genocide Intervention Fund which is raising funds for African soldiers – the first time a humanitarian group has raised money to help field a military force.

For more information on this issue,
Darfur Alert! recommends visiting the following sites:
www.africaaction.org - - www.genocideinterventionfund.org
www.savedarfur.org

* * * * *

Table Talk Reservations

Table Talks at 6pm include a three course dinner, followed by speaker and discussion from 7:30-9pm. \$38 per person, includes tax and gratuity. Cash bar. Senior citizens (over 65) and full-time students \$30 with advance notification.

Student Stand By Policy: Students can call (215) 386-9224 between 4 - 5:30pm on event days for available seating at 6pm for dinner (\$20) or to attend the discussion only at 7:30 (free).

Please call (215) 386-9224 for reservations before sending payment. Advance payment required by giving a credit card over the phone or sending a check. Single reservations are welcome at Table Talks where you'll be seated at a group table. Vegetarian dishes are always offered.

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White Dog Cafe
3420 Sansom Street, Philadelphia, PA 19104
(215) 386-9224