

**Wurzweiler School of Social Work  
Yeshiva University**

SWK 8821  
Fall Semester, 2010

Ideology  
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**Course Outline**

Ideology is regarded, for the purpose of this course, as a constellation of ideas, beliefs, and values, ethics or orientations that influence individual or collective planning, action, and evaluation.

The study of ideology, values, and ethics in the doctoral program reinforces the school's commitment to prepare scholarly social work practitioners, regardless of ethnic and religious persuasion, for leadership positions in social work education and agencies. These positions require the ability to reason and think through complex conflicts of ideology, values and ethics in social policy, between professional staff, staff and clients, agency and community.

This is a yearlong course, divided into two semesters. The emphasis in the fall is on ideology and values and, in the spring, on ethics. In the fall semester, social work ideology is located in the context of political ideology and the sociology of knowledge. These are followed by the study of values, a key component of ideology. We study social work values, value conflicts between social workers and clients, and personal and professional values. Models of value classification and ideology are applied to conflict situations in social policy, direct practice, and agency service.

**I. Learning Objectives**

By the end of the semester, students will demonstrate knowledge and skill related to:

1. The ideological base of practice and of social welfare policy; how practice is informed by ideology; how ideologies influence policies and programs.
2. Skills in conceptualizing and communicating ideological material.
3. The difference between knowledge and values
4. The nature and function of values.
5. Analyzing value conflicts
6. Value conflicts between social workers and clients
7. Conflicts between personal and professional values

## 8. Applying the value of self-determination to practice

### **II. Books**

There is one required book and one reader for the course.

Linzer, N. (1999). *Resolving ethical dilemmas in social work practice*. Boston, MA: Allyn & Bacon., ISBN 0-205-29041-8. B&N online price: \$57.74.

The reader that contains the important articles of the course is published by Michigan State University. It can be obtained by calling 1-877-267-4700, Customer Service, or online at [www.spartanbook.com](http://www.spartanbook.com) Exact cost to be determined. Approximate price:- \$37. The required articles are designated by \*.

### **Recommended Books**

Congress, E. (1999). *Social Work Values and Ethics*. Chicago: Nelson Hall.

ISBN # 13-9780830414925. B&N price: \$68.49.

Loewenberg, F.M. and Dolgoff, R. (2000) *Ethical decisions for social work practice*. 6th ed.

Itasca, IL: F.E. Peacock. ISBN:-13- 9780495506331. B&N price: \$74.80

Reamer, F. G. (1995). *Values and Ethics*. New York: Columbia University Press.

ISBN – 13 – 9780231137898. B&N price: \$30.29

### **III. Course Structure**

This course is divided into two parts: 1) analysis of the origins of the concept of ideology and its relationship to knowledge and social work, the nature and function of values, and models of analyzing value conflicts; and 2), for the last few sessions, student preliminary papers applying the models to practice.

### **IV. Plagiarism**

Students should remember that the school does not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as one's own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work. However, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of the assignment in this course will FAIL the course, and will be referred to the director of the doctoral program automatically for disciplinary action that may include expulsion.

### **V. Instructional Methods**

Learning will occur through a variety of methods and experiences such as questions and answers - seminar style, small group discussions, and paper presentations.

## **VI. Course Expectations and Grading**

Students are expected to attend all classes and to be on time. Class participation is essential for learning and testing one's ideas. Students are expected to do the required readings. Grades will be based on written assignments and class participation. Attendance will also be considered. Students are evaluated through 1) the Mannheim paper (10%); 2) the Gordon paper (10%), the Levy paper (10%), the ideology paper (10%), the final paper on applying the Levy, Gordon, and ideology models to a value conflict in practice (30%), and 3) participation in class discussion (30%).

## **VII. Course Topics**

### **A. Introduction** (one session)

#### **Learning Themes**

1. Problems and issues in students' work experiences, their attribution to differing values;
2. Course objectives, scope, readings and assignments;
3. Definition of ideology for this course.

### **B. Political Ideology - definitions, and application to social work** (four sessions)

Covers learning objective 1.

#### **Learning Themes**

1. Political sources of the concept of ideology
2. Conversion of the political concept into the scientific concept of the sociology of knowledge
3. The concept of reification
4. Application to social work

\*Marx, K. & Engels, F. (1968). *The German Ideology*. New York: International Publishers., 42-67.

Secondary readings on Marx's concept of ideology.

\*Mannheim, K. (1936). *Ideology and Utopia*. New York: Harcourt, Brace & World. 55-97.

\*Berger, P. & Luckmann, C. (1967). *The Social Construction of Reality*. New York: Doubleday Anchor, 9-10, 86-92.

**Assignment 1:** On one–two pages,

- a) explain Mannheim's concept of ideology
- b) apply it to your understanding of a client, social policy or agency.

### **C. Social Work Ideology** (one session)

Covers learning objectives 1, 2.

#### **Learning Themes**

1. The nature of social work ideology
2. Applying social work ideology to practice

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work* 43, (6), 512-516.

Burke, A.C. & Clapp, J.D. (1997). Ideology and social work practice in substance abuse settings. *Social Work* 42, (6), 552-562.

Ephross, P. & Reisch, M. (June 1982). The ideology of some social work texts. *Social Service Review*, 56 (2), 272-291.

Epstein, W.M. (1988). "Our Town": A case study of ideology and the private social welfare sector. *Journal of Sociology and Social Welfare*, 15 (3), 101-123.

Frankel, C. (1969). Social values and professional values. Journal of Education for Social Work. 5 (1), 29-35.

\*Gibelman, M. (1999). The search for identity: Defining social work - past, present and future. *Social Work* 44, (4), 298-310.

\*Haynes, K. (Nov. 1998). The one-hundred year debate: Social reform vs. individual treatment. *Social Work* 43, (6), 501-509.

Jorgensen, D.L. (1979). The social construction of professional knowledge: social work ideology. *Journal of Sociology and Social Welfare*. 6 (4), 434-463.

*Social Work* (1998). Special Centennial Issue 1 43 (6).

*Social Work*. (1999). Special Centennial Issue 2. 44 (4) 293-408.

Stein, H.D. (1969). Reflections on competence and ideology in social work education. *Journal of Education for Social Work*, 5 (1), 81-90.

### **D. Values and Knowledge** (one session)

Covers learning objective 3

#### **Learning Themes**

1. The difference between values and knowledge
2. Using Gordon's model to understand dysfunctional outcomes in practice

\*Gordon, W. (1965) Knowledge and value: Their distinction and relationship in clarifying social work practice. *Social Work 10* (3), 32-39.

Lewis, H. (1982). *The Intellectual Base of Social Work*. New York: Haworth.

Linzer, Chapter 1.

Loewenberg, F.M. (1984). Professional ideology, middle range theories and knowledge building for social work practice. *British Journal of Sociology, 14* (4), 309-322.

### **Assignment 2: - (three pages)**

Select two cases from your practice that resulted in dysfunctional outcomes.

In case one,

- a) define Gordon's concept of substituting values for knowledge,
- b) cite a client situation, social policy or agency policy that had a dysfunctional outcome.
- c) apply Gordon's concept and explain why the outcome was dysfunctional.

In case two,

- a) define Gordon's concept of substituting knowledge for values,
- b) cite a client situation, social policy or agency policy that had a dysfunctional outcome.
- c) apply Gordon's concept and explain why the outcome was dysfunctional.

**The paper must include all the elements just described.**

### **E. Values - definition, function, classification** (two sessions)

Covers learning objectives 4, 5

#### **Learning Themes**

1. The nature of values
2. The functions of values
3. Classifying values into three groups

\*Levy, C.S. (1973). The value base of social work. *Journal of Education for Social Work 9* (1), 34-42.

Linzer, Chapters 1 & 2.

\*Linzer, N. (1992). The role of values in determining agency policy. *Families in Society 73* (9), 553-558.

\*Perlman, H.H. (1986) Believing and doing: Values in social work education. *Social Casework, 57* (6), 381-390.

**Assignment 3:** This assignment has two distinct parts:

1. Describe a conflict with a client, a colleague or a social policy.
  - a) Then, summarize the conflict in one sentence.
  - b) Analyze the conflict by applying Levy's model of values classification.
  - c) No chart is necessary.
  
2. Describe a conflict situation between at least two parties concerning a client, or a social policy.
  - a) Then, summarize the conflict in one sentence.
  - b) Create a chart according to Levy that classifies the conflict from each of the parties' respective values.
  - c) Explain the entries in the chart.

**The paper must include all the elements just described.**

**F. Value conflicts between social workers and clients** (one session)

Covers learning objective 6

**Learning Themes**

1. Discerning value conflicts between social workers and clients
2. Relationship between values and ethics
3. Applying the ideology model to conflicts between social workers and clients

\*Glasser, P. (1984). What happens when our values conflict with those of our clients? *NASW, Practice Digest 6* (4), 7-10.

\*Levy, C.S. (1972). Values and planned change. *Social Casework 53* (8), 488-493.

Linzer, Chapter 1.

**Assignment 4:**

- a) Describe a conflict situation with a client
- b) Apply the ideology model in chart form to the conflict situation.
- c) Explain the chart.

**The paper must include all the elements just described.**

**G. Conflicts between personal and professional values** (one session)

Covers learning objective 7

**Learning Themes**

1. Discerning a personal value from a professional value
2. Resolving the conflict between them
3. What to do with personal values in practice?

\*Ausubel-Danzig, R. (1986). Religious values vs. professional values: Dichotomy or dialectic? *Jewish Social Work Forum 22*, 41-53.

\*Levy, C.S. (1976) Personal vs. professional values: The practitioner's dilemma. *Clinical Social Work Journal* 4, (2), 110-120.

Linzer, Chapter 3.

Loewenberg, F. & Dolgoff, R. (1992). *Ethical Dilemmas in Social Work Practice*, Itasca, IL: F.E.Peacock.

Skurowitz, A. (Spring 1991). The potential conflicts of the Orthodox mental health practitioner. *Jewish Social Work Forum* , 27, 56-65.

**H. Self-determination** (one session)  
Covers learning objective 8

**Learning Themes**

1. The definition and parameters of self-determination
2. Cultural differences in applying the concept
3. The social worker's struggle to apply the concept to clients

\*Bernstein, S. (1960). Self-determination: King or citizen in the realm of values? *Social Work* 5 (1), 3-8.

Freedberg, S. (1989). Self-determination: Historical perspectives and effect on current practice. *Social Work* 34 (1), 33-38.

Keith-Lucas, A. (1963). A critique of the principle of self-determination. *Social Work* 8(3), 66-71.

Linzer, Chapter 11.

Roberts, C.S. (1989). Conflicting professional values in social work and medicine. *Health and Social Work* 14 (3), 211-218.

Rothman, J. (1989). Client self-determination: Untangling the knot. *Social Service Review* 63 (4), 598-612.

\*Rothman, J., Smith, W., Nakashima, J., Paterson, M.A., & Mustin, J. (1996). Client self-determination and professional intervention: Striking a balance. *Social Work*, 41, (4), 396-405.

\*Soyer, D. (1963). The right to fail. *Social Work* 8 (3), 72-78.

## VIII. Student Presentations on a Value Conflict (two sessions)

Student presentations will take place during the 13<sup>th</sup> and 14<sup>th</sup> sessions of the course. By that time, the major concepts will have been learned, and their application to practice, known. If there are 10 students, the class will be divided into two groups of five students each.. Three presentations will be made on the 13<sup>th</sup> class session and two presentations on the 14<sup>th</sup> class session. Each student will make a half-hour presentation to the other three colleagues in the group.

Presenters will distribute a preliminary paper consisting of five to six pages to members of the group a week prior to the scheduled presentation. The members of each group have the responsibility to critique their colleague's preliminary paper toward the purpose of clarifying the concepts and their application to practice. Those presenting at the 13<sup>th</sup> session will turn in their final paper at the 14<sup>th</sup> session. The presenters at the 14<sup>th</sup> session will mail their final paper to me the following week. The final paper should be a refinement and expansion of the preliminary paper.

### Outline of the Preliminary Paper

#### “A Value Conflict”

1. Briefly describe the agency or setting without identifying it by name.
2. State the conflict situation **without any analysis, i.e. no discussion of the underlying values.**
3. Summarize the conflict situation in one sentence.
4. Analyze the conflict from the following perspectives:
  - a. Using Levy's values classification model, construct a chart of the preferred conceptions, outcomes and instrumentalities of each party to the conflict, **excluding** the client. **Do not explain the chart.**
  - b. Using the ideology paradigm, construct a chart of the respective values, ideologies, and actions of each party to the conflict **including** the client. **Do not explain the chart.**
  - c. Analyze the conflict according to either side of Gordon's conception of the values/knowledge dysfunction. If there is no dysfunctional outcome, create one.
3. Cite an appropriate bibliography on the **topic of the conflict**, not the topic of the course.
5. Present a list of questions for the group that focus on your analysis.
6. Proofread your paper for spelling and grammar errors.

**The above outline is to be followed precisely in the order listed. No deviations.**

### **Final Paper**

**The final paper should consist of 10-12 pages. It should be written as a paper for publication.** For that paper,

1. Begin with an introduction.
2. Cite a literature review pertaining to the topic.
3. Present the conflict situation that will be analyzed according to values and ideology.
4. Follow the steps in the preliminary paper in summarizing the conflict in one sentence and developing the Levy and Ideology charts.
5. Include a full explanation of the entries in the charts. **Do not omit the explanations.**
6. Add an analysis according to Gordon. If there is no dysfunctional outcome, create one and apply Gordon accordingly.
7. Eliminate the questions for class discussion that you had included in the preliminary paper.
8. The bibliography should be done in APA style.
9. Proofread and use spellchecker to correct typos and grammar. A sloppy paper will not be acceptable.

**Follow the steps precisely as written in both the preliminary and final papers. They constitute a logical progression of thought. Deviations will result in a lowering of the grade.**

**IX. Summary and Evaluation** (during the 14<sup>th</sup> session).

