I. Course Description & Overview
Students talk about wanting to make a difference—to change the world in some way. This course, especially designed for freshmen, helps students examine their ideas and values related to making a difference, teaches them to think critically about the meaning and methods of changing the world, and challenges them to integrate thoughtful evidence with their values and beliefs about doing good in the world. With a focus on the profession of social work and other helping professions, the course will address questions such as: What is change in the world and what kind do we seek? To what ends do we want to make a difference? For whom and for what are we making a difference?

II. Course Objectives
1. OBJECTIVE 1: Students will examine their own motivations for changing the world, and the methods by which they hope to create that change. Students will identify and examine their own values related to social problems that vie for their attention. They will explore the influences that have led them to privilege particular social problems and solutions over others.

2. OBJECTIVE 2: Students will explore the multiple meanings of making a difference and making change in the world within both local and international contexts. Students will examine the different motivations for change, and how those motivations translate into jobs and careers.

3. OBJECTIVE 3: Students will learn to apply critical thinking skills to questions about the populations and social problems where change is needed, the most effective way to achieve change, and the challenges of prioritizing when resources and limited.
4. **OBJECTIVE 4:** Students will become familiar with the range of roles in the field of social work, and other helping professions that interact and collaborate with social workers in creating change.

Throughout the semester, students will be expected to build and improve their academic skills, including: academic writing, engaging and participating in class, and critical thinking.

### III. Course Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/3</td>
<td>• Introductions&lt;br&gt;• Syllabus</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>9/5</td>
<td>• Social Justice</td>
<td>Kottler &amp; Marriner&lt;br&gt;Chapter 1: <em>Paths to Social Justice</em></td>
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<tr>
<td>2</td>
<td>9/10</td>
<td>• Altruism and Egoism: Motivations for Helping Others</td>
<td>Kottler &amp; Marriner&lt;br&gt;Chapter 2: <em>The Dance of Hope</em></td>
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<tr>
<td></td>
<td>9/12</td>
<td>• Nepalese girls &amp; women</td>
<td>Kottler &amp; Marriner&lt;br&gt;Chapter 3: <em>Children Disappearing Self-Reflection Paper Due</em></td>
</tr>
<tr>
<td>3</td>
<td>9/17</td>
<td>• Social Work and Social Justice</td>
<td>Barusch&lt;br&gt;Chapter 1: <em>Social Justice and Social Workers</em></td>
</tr>
<tr>
<td></td>
<td>9/19</td>
<td>• How can others help? Who knows best?</td>
<td>Kottler &amp; Marriner&lt;br&gt;Chapter 4: <em>Stories of Despair and Resilience</em></td>
</tr>
<tr>
<td>4</td>
<td>9/24</td>
<td>• The US Government and why it matters both locally and internationally.</td>
<td>Barusch&lt;br&gt;Chapter 2: <em>The Government’s Role</em></td>
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<tr>
<td></td>
<td>9/26</td>
<td>• International exposure and developing countries</td>
<td>Kottler &amp; Marriner&lt;br&gt;Chapter 5: <em>Road Trip Quiz 1 (Chapters 1 &amp; 2, Barusch)</em></td>
</tr>
<tr>
<td>5</td>
<td>10/1</td>
<td>• How to end poverty? Who works with those living in poverty?</td>
<td>Barusch&lt;br&gt;Chapter 5: <em>Poverty (long chapter)</em></td>
</tr>
<tr>
<td></td>
<td>10/3</td>
<td>• Introductions&lt;br&gt;• Syllabus</td>
<td>Kottler &amp; Marriner&lt;br&gt;Chapter 6: <em>Being Lost News Article Review Due (Group 1)</em></td>
</tr>
<tr>
<td>6</td>
<td>10/8</td>
<td>• Health care in the US</td>
<td>Barusch&lt;br&gt;Chapter 6: <em>Physical Illness</em></td>
</tr>
<tr>
<td></td>
<td>10/10</td>
<td>• Professional paths in the helping professions</td>
<td>Kottler &amp; Marriner&lt;br&gt;Chapter 7: <em>Student Transformations News Article Review Due (Group 2)</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Book/Due Details</td>
</tr>
<tr>
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</tbody>
</table>
| 7    | 10/15 | Working with people with mentally illness | Barusch  
Chapter 7: *Mental Illness* |
|      | 10/17 | A personal journey from South side of Chicago to Nepal.  
Perspectives of poverty and need | Kottler & Marriner  
Chapter 8: *Making Universal Connections*  
**News Article Review Due (Group 3)** |
| 8    | 10/22 | Disability in the US | Barusch  
Chapter 8: *Disability* |
|      | 10/24 | Setting priorities when everything is a priority  
How helping others may change you | Kottler & Marriner  
Chapter 9: *Lessons & Major Themes*  
**News Article Review Due (Group 4)** |
| 9    | 10/29 | Short history of race in the US  
Activism and people of color | Barusch  
Chapter 9: *People of Color* |
|      | 10/31 | Do no harm  
Working within cultures | Kottler & Marriner  
Chapter 10: *Relationships for Promoting Constructive Action*  
**Quiz 2 (Chapters 5-8, Barusch)** |
| 10   | 11/5  | Short history of LGBT issues in the US  
Activism and the LGBT community | Barusch  
Chapter 10: *Gay, Lesbian, Bisexual and Transgendered Individuals*  
**Journal Article Summary Due** |
|      | 11/7  | Setting goals and understanding motivations | Kottler & Marriner  
Chapter 11: *Travel That Can Change Your Life* |
| 11   | 11/12 | Working with children | Barusch  
Chapter 11: *Children*  
**Journal Article Summary Due** |
|      | 11/14 | Personal examples of international development work | Kottler & Marriner  
Chapter 12: *International Jetsetters* |
| 12   | 11/19 | Women’s rights and activism | Barusch  
Chapter 12: *Women*  
**Journal Article Critique Due** |
|      | 11/21 | Personal examples of local activism and careers | Kottler & Marriner  
Chapter 15: *Local Community Activists* |
| 13   | 11/26 | Working with elderly individuals | Barusch  
Chapter 13: *Elderly*  
**Journal Article Critique Due** |
|      | 11/28 | None | **No Class: Thanksgiving** |
| 14   | 12/3  | The working poor and advocacy | Barusch  
Chapter 14: *Working Americans* |
IV. Texts and Reading Materials
The following two books are available for purchase at the Campus Bookstore. They are also widely available online and in local bookstores:


- Foundations of Social Policy: Social Justice in Human Perspective, 3rd edition. Amanda Smith Barusch (2009). Brooks/Cole, Cengage Learning. *(Please note: There is a 4th edition if this text, but because the difference in content is minimal, I opted to use the older edition due to the substantial difference in cost)*

*Additional readings: We may add journal articles throughout the semester based on the interests of the class and as time allows. These will be available at Learn@UW.*

V. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale & Standards
Student’s final grade will be based on the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>
Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentages</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Reflection Paper #1</td>
<td>10%</td>
<td>9/12/13</td>
</tr>
<tr>
<td>Quiz #1</td>
<td>15%</td>
<td>9/26/13</td>
</tr>
<tr>
<td>News Article Review</td>
<td>15%</td>
<td>Sign-up-dates vary</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>15%</td>
<td>10/31/13</td>
</tr>
<tr>
<td>Journal Summary &amp; Critique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summary</td>
<td>15%</td>
<td>11/2/13</td>
</tr>
<tr>
<td>• Critique</td>
<td>20%</td>
<td>11/26/13</td>
</tr>
<tr>
<td>Self Reflection Paper #2</td>
<td>10%</td>
<td>12/12/13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assignments & Tests:

An assignment sheet will be given to you for each of these assignments with clear expectations and point values. We will review them in class and you will have a chance to ask any clarifying questions in advance.

1. **Self Reflection Paper 1** – The purpose of this paper is for you to gain insight you’re your personal motivations for helping others. This understanding of self is necessary to move forward and consider your options for what capacity you would like to study and work. This assignment is also meant to inform the instructor of your writing ability and initial understanding of yourself, and the world. (10%)

2. **Quiz 1** – This quiz will cover Chapters 1 & 2 in Barusch, Section I. (15%)

3. **News article review** – The purpose of this assignment is for you to examine the source of your information while gaining knowledge in an area you are most interested. (15%)

4. **Quiz 2** – This quiz will cover Chapters 5-8 in Barusch, Section II. (15%)

5. **Journal Summary & Critique** – This assignment will be in two phases. The first phase will be to identify a scholarly journal article in an area of interest to the student and to summarize the article. The second phase will be to critically review the article by applying the skills learned during this course and examine the viewpoint or stance of the article. (35%)

6. **Self Reflection Paper 2** – The purpose of this paper is for you to reflect on what you have learned during this course and how your beliefs or values may have changed as a result. (10%)
VI. Course Policies

Course expectations
This is a large class, but students are not a small part of it. To make our time together as valuable as possible, we will need to be respectful and considerate in the class and take mutual responsibility for learning. The following basic principles are important guidelines:
  o Every student has a right to learn as well as the responsibility not to deprive others of their right to learn
  o The climate of the classroom is extremely important to learning and is the shared responsibility of the students, professor and TA
  o Every student is accountable for his or her actions and is responsible for his or her learning.

Students are expected to:
  o Attend and actively participate in weekly class lectures and discussion sections
  o Arrive on time; late arrivals and early departures are very disruptive and should be avoided
  o Read required materials prior to class
  o Regularly check Learn@UW for announcements and materials
  o Complete all assignments
  o Complete two quizzes

The instructor is expected to:
  o Design and organize the course
  o Be available to students to answer questions and to hear concerns
  o Begin and end classes on time
  o Create a comfortable and open atmosphere conducive to learning
  o Assure that course objectives are being met
  o Assure that the class is accessible to all students
  o Prepare course lectures, in-class discussion questions, assignments and exams

The TA is expected to:
  o Be available to students to answer questions and hear concerns
  o Grade the written assignment in consultation with instructor
  o Evaluate class participation
  o Manage the Learn@UW site

Americans with Disabilities Act Statement & Learning accommodations
Your success in this class is important to me. If there are circumstances that may affect your performance in this class and you would like our help, please let us know as soon as possible so that we may work together to develop strategies to help you succeed.
Students who are registered with the McBurney Disability Resource Center* must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor and the TA will assure that the accommodation is made for the student. If the student has not given the copy of the VISA to the instructor, an
accommodation will not be made.
*The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Incomplete Policy
Incomplete “I” grades are only allowed for students who are making progress throughout the semester but then have an emergency situation arise that interferes with their ability to complete the course according to the course schedule. Students must contact me to explain their situation and to make a plan for completing the required work.

Late assignments
Assignments must be completed in full and submitted to Learn@UW by the due date. When late assignments are accepted, points will be deducted for each day that assignments are late.

Attendance Policy
Active attendance is expected of all students. Active attendance is defined as arriving on time, staying through the entire class, and being fully engaged in various activities as they occur. Lecture participation points can only be earned when students are present. Two points (two days) are "free" to be dropped without affecting the final grade. These points should be reserved for emergency or illness.

Assignment Policy
Completed assignments must be turned in to the designated drop box at the Learn@UW course website by stated due dates/times.

Standards of Conduct
Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are to conduct themselves in accordance with the standards of the School, the University and the National Association of Social Workers (NASW).

The Academic Honor Code is based on the premise that each student has the responsibility to: 1. uphold the highest standards of academic integrity in the student’s own work; 2. refuse to tolerate violations of academic integrity in the University community; and 3. foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.

Electronic devices: No usage policy
The use of electronic devices (such as laptops, cell phones, smartphones, and other devices) is not permitted in lecture without the express written permission of the instructor. These devices must be turned off and stored before the beginning of class. The teaching assistant has been instructed to monitor carefully electronic device usage during class. Students found to be using electronic devices (including responding to texts) will be respectfully asked to leave the classroom for the day and a zero will be recorded for their participation point for the day.


**Grading Policy**
Tracy will grade the written assignments and quizzes under the guidance of the instructor. On occasion, a student may feel that an item on the exam was incorrectly graded or he or she deserved a higher grade on a written assignment. Students who have reason to believe that a grading error occurred must: (1) write a concise formal claim describing the nature of the concern with clear rationale supported by reference to cited material (e.g. page and paragraph from a required reading), and (2) submit the claim to the TA in writing (by email) no sooner than 72 hours after receiving the grade. This 72-hour period allows students time to think through their written response. If students are not satisfied with the response of the TA, the student may contact the instructor in writing (by email). The instructor and TA will discuss the concern and the TA will contact the student about the decision. There are three possible results from this process: the grade may be raised, lowered, or remain the same.

**Emergencies**
If an emergency interferes with your ability to meet course expectations, this must be communicated to the TA in advance and the instructor should be copied on the email. If an absence clearly cannot be communicated in advance then we must be notified as soon as possible. Emergencies require documentation of hospitalization, death in the family, or similar emergencies.

**Course Communication**
Occasionally we will communicate important and/or short notice announcements via email (as well as in class). Additionally, we may send supplemental handouts and/or readings as pdf attachments. It is your responsibility to make sure your wisc.edu email account is working and to check it with reasonable frequency. Again, it is your responsibility to make sure you are in the communication loop.

In general, your questions, issues and concerns should first be addressed to the course TA, Tracy Boettcher. You can contact her via email, or during class to make an appointment or ask a question. She will likely be able to answer your questions or resolve your issue. If not, you should next contact the course instructor via email, phone, or by appointment. In general, we strive to respond to email inquiries within 24 hours (M-F).