

**School of Social Work  
University of Wisconsin-Madison  
1350 University Ave.  
Madison WI 53706**

**Social Work 100 (Section 001)  
Spring, 2019**

**Instructor** Robin Matthies, M.S.W.

**Office Hours:** By appointment and 8:00-9:15am on class days (location TBD)

**Contact information:** [rmatthies@wisc.edu](mailto:rmatthies@wisc.edu)

**Class Days:** Tuesday & Thursday

**Class Time:** 9:30-10:45.

**Location:** 1053 Educational Sciences

**Credits:** 3

**Instructional Mode:** Face- to-face

**Canvas Course URL:** <https://canvas.wisc.edu/courses/142611>

**Teaching Assistant:** Kianna Goodwin (MSW student)

**Office Hours:** By appointment and Tuesdays and Thursdays 11-1

**Office:** First Floor School of Social Work. Room 132

**E-mail Address:** [kjgoodwin@wisc.edu](mailto:kjgoodwin@wisc.edu)

### I. Course Description

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 consider a variety of social problems, and investigate and critique various approaches to creating change to improve social problems.

**Attributes and Designations:** this course counts as a Liberal Arts credit (E)

**Requisites:** no prerequisites, open to freshman

**How Credit Hour is Met:** This class meets for two 75-minute periods each week over the fall semester and carries the expectation that students will work on course learning activities (readings, studying, writing) for about 3 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

## II. Course Overview

Social Work 100 is a general elective course specifically designed for undergraduates across the campus who are in their freshman year.

### Course Objectives

Objective 1: Students will develop a better understanding of their own motivations and skills for changing the world.

- They will examine how their values and experiences affect their understanding of social problems and their prioritization of social problems.
- They will examine how their values and experiences inform which types of social change approaches they may choose to engage in.

Objective 2: Students will develop the ability to examine the multiple and complex causes of social problems.

Objective 3: Students will develop an understanding of multiple approaches to social change, and the ability to critically evaluate pros and cons of different approaches.

Objective 4: Students will begin developing an understanding of how social work and other professions contribute to understanding and addressing social problems.

Objective 5: Students will further their skills in collaborating with peers, providing and incorporating feedback, and communicating their knowledge and ideas orally and in writing.

### **III. Course Content (Details and updates found on Canvas course site)**

	<b>Date</b>	<b>Topic</b>	<b>Assignments (due by class on this date)</b>
1	Jan. 22	Introduction to course. Get to know each other.	None
2	Jan. 24	Assessing your strengths and values	Read: Vasan & Przybylo, Chapter 1 Do: Prepare to share exercises 1.1 – 1.4 with a group during class <b>Due: Fill out student information survey on Canvas</b>
3	Jan. 29	Choosing a social problem	Read: Vasan & Przybylo, skim Chapter 2, read Chapter 3 (no need to do exercise 3.1); Read and Do: “Best jobs for any personality” (see link and description on Canvas) <b>Due: Submit your problem area preferences in the survey at Canvas</b>
4	Jan. 31	You have a problem (meet with your social	<b>Due: Assignment 1 due in Canvas</b> <b>Due: Choose a personal challenge for</b>

		problem group)	<b>Assignment 5. Answer questions found in Canvas about the challenge</b>
5	Feb. 5	Social determinants of health	Read: Vasan & Przybylo, Chapter 4; and Kristof article (see Canvas) <b>Do and Due: Look for research articles on your social problem and send ONE article to your group by class today (upload it to your new group space)</b>
6	Feb. 7	Stress, trauma, and resilience	Read and Do: Start reading the articles from your group; Work on your problem statement.
7	Feb. 12	Strengths Perspective & Groupwork Workshop	Read and Do: Be done reading all the articles from your group; Work on your problem statement; *Do: Homework – see Canvas
8	Feb. 14	Gender & Problem Statement Workshop	Read: Hardiman, Jackson, & Griffin (pp. 26-35) Do: Implicit Association Test (see Canvas) *Do: Homework – see Canvas <b>Due: Draft of problem statement due in Canvas AND bring 6 hard copies to class</b>
9	Feb. 19	Social class	Read: Pittelman (pp. 221-5) Read: Article on Kathy Edin’s research Do: Online Exercise on Canvas page Do: Figure out your social class (see instructions on Canvas page) *Do: Homework – see Canvas <b>Due: Problem statement due (Assignment 2) by the beginning of class in Canvas</b>
10	Feb. 21	Race/ethnicity	Read: Jones article Watch: Danger of a Single Story Ted Talk on Canvas page *Do Homework – see Canvas
11	Feb. 26	Changing inequalities	Read: Garcia et al. article (pp. 18-27) *Do: Homework – see Canvas
12	Feb. 28	Changing behavior	Read: Wiseman (pp. 79-106) Do: Come prepared to talk about your progress (or lack thereof) on your 30 day challenge
13	Mar. 5	Behavioral economics	Read: Thaler & Sunstein (pp. 1-14) Watch: Dan Ariely video on “Loss Aversion” *Do: Homework – see Canvas
14	Mar. 7	Peer & network influences	Read: Thaler & Sunstein (pp. 53-71) *Do: Homework – see Canvas
15	Mar. 12	Communication science	Do: Respond to brief survey on Canvas before you read Barry et al. Then read: Barry, Gollust & Niederdeppe (pp. 389-91) *Do: Homework – see Canvas

	<b>Mar. 14</b>	<b>Catch-up Day and video discussion</b>	<b>Video will be in module in Canvas</b>
16	Mar. 26	Social change interventions	Read: Harro (pp. 618-25) *Do: Homework – see Canvas
17	Mar. 28	Different approaches to helping	Watch: Ernesto Sirotli video (see Canvas) Be prepared to discuss in class *Do: Homework – see Canvas
18	Apr. 2	Discussion of LGBTQ health care challenges	Read: HRC Report on Canvas Skim other resources on Canvas
19	Apr. 4	Community organizing	Read: New York Times article on community organizing Skim/read: Community organizing job ads (see Canvas) <b>Due: Assignment 3 due in Canvas</b>
20	Apr. 9	Community services presentations	Read: Hutchinson (pp. 3-23)
21	Apr. 11	Community organizing presentations	Read: Community Organizing: People Power from the Grassroots *Do: Homework – see Canvas
22	Apr. 16	Advocacy	Read: Advocacy 101 Skim/read: Advocacy job ads *Do: Homework – see Canvas
23	Apr. 18	Advocacy presentations	Watch: Bryan Stevenson video and be prepared to discuss in class *Do: Homework – see Canvas
24	Apr. 23	Social entrepreneurship & innovation	Read: Vasan & Przybylo Chapter 35; Optional read: Bornstein Chapter 7 and/or 8 *Do: Homework – see Canvas
25	Apr. 25	Social entrepreneurship & innovation presentations	Read: go to one or more of the following web sites and look at some of the efforts (Indiegogo, Crowdrise, or Project for Awesome). See Canvas for links. *Do: Homework – see Canvas
26	Apr. 30	Panel (day may change for panel)	No reading – work on final assignment
27	May. 2	Final Class	No reading – work on final assignment
		Final Assignment	<b>Assignment 5 Due by 11:59pm</b>

#### IV. Reading Material for the Course

There is no textbook for this class. Assigned reading materials will be uploaded onto the course Canvas site or will be accessible through the web. You can read the material from the Canvas site, or print it from the site. At various times in the semester, you will be required to find additional readings on your own to supplement course readings.

**The Canvas site for this class will have all updated material throughout the semester, including updates to the syllabus. If you have a question about an assignment, first make sure you check Canvas for that week or that assignment to see if your question gets answered there.**

#### V. Evaluation: Assignments and Grading

Assignment 1: Assessing your strengths and values	10%
Assignment 2: Problem statement	5%
Assignment 3: Causes of social problems	15%
Assignment 4: Analysis of an intervention	30%
Assignment 5: 30 day challenge analysis	10%
Homework: Do 10 of the 15 asterisked assignments	30%

#### Grading Scale

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	surpasses expectations in many areas
B	82-87	meets expectations in all areas
BC	76-81	meets expectations in some areas; below in others
C	70-75	below expectations in most areas, not acceptable graduate work
D	64-69	below expectations in all areas
F	<64	fails to meet minimal expectations in all areas, not acceptable work

Your goal for this class should be for you to make the most of your learning experience, not to simply “get an A”. Regarding grades, you should recognize that grades are earned, not given. The grades you earn in this class will be based on 1) the extent to which you thoroughly follow the guidelines and objectives of the assignments, 2) the quality of your writing in terms of your ideas, organization, clarity, grammar, and spelling, 3) the extent to which you demonstrate critical thinking when integrating and discussing course material in your written communication.

If there is something that is unclear to you about an assignment, it is your responsibility to bring your question to the attention of the TA or Instructor well in advance of the assignment deadline. If you have an issue with a grade you earn in this course, please submit to the Instructor the reasons for your appeal in writing within two weeks of receiving the assignment grade, with specific attention to the three points raised above. Grade appeals may result in an increase, decrease, or maintenance of the original grade.

## VI. Course Expectations and Policies

Students are expected to:

- Attend class regularly and read required material prior to the class for which it was assigned. Be prepared to discuss the readings in class.
- Thoroughly read and re-read the policies and procedures outlined in this syllabus before contacting the TA (or Instructor) with questions that are covered in the syllabus.
- Consistently participate in small group discussions and activities.
- Regularly check university e-mail accounts (daily suggested, but every three days at minimum) and the course Canvas site (at least twice a week) for updated communication from the Instructor or TA.
- Turn off all cell phones during class time (no phone calls or checking/sending texts during class time). If I need to ask you to stop texting or using your phone or laptop, I may ask you to leave class. I may also reduce your grade under the homework category.
- Only use laptops during small group work sessions as needed for the activity at hand. (An exception is made for people with McBurney notification letters specifying consistent use of a laptop).
- Arrive on time and stay through the end of class.
- Follow the University code of conduct.
- Communicate in advance with the Instructor and/or TA about any special request affecting the timing of an assignment due date. Only in rare circumstances will a special request be given.
- Treat the Instructor, TA, and fellow students with respect. This includes being respectful of people with different opinions and values – only by interacting respectfully with others who have different experiences and hold different opinions from us can we truly learn and grow.

The instructor is expected to:

- Organize and provide a well-designed course, including lectures, assignments, quizzes, readings, activities, and discussions.
- Provide clear expectations for assignments.
- Begin and end the class on time.
- Provide important communications in writing via e-mail and/or the course Canvas site.
- Hold regular office hours to discuss student questions and concerns.
- Provide, along with the TA, clear feedback on major assignments.
- Respond in a timely way (within 72 non-weekend hours) to e-mail inquiries from students.
- Create an atmosphere conducive to learning, including facilitating discussion of competing ideas.
- Enforce the rules about the use of technology in class, in order to protect the learning of those who could be distracted by others' inappropriate use of technology.
- Assure that course objectives are being met.

- Assure the class is accessible to all students.
- Treat the TA and students with respect. This includes being respectful of people with different opinions and values.

The TA is expected to:

- Hold regular office hours to discuss student questions and concerns.
- Be the first line of communication for students about course questions.
- Provide, along with the Instructor, clear feedback on major assignments.
- Respond in a timely way (within 72 hours) to e-mail inquiries from students.
- Enforce the rules about the use of technology in class, in order to protect the learning of those who could be distracted by others' inappropriate use of technology.
- Assist the Instructor with lectures, assignments, quizzes, readings, activities, discussions, and grading.
- Communicate with the Instructor about any TA or student concerns that are not easily resolved by the TA and/or student.
- Treat the Instructor and students with respect. This includes being respectful of people with different opinions and values.

### Attendance

In order for you and your classmates to benefit from this course, attendance is crucial. Your ability to complete most assignments thoroughly will require that you attend class regularly for content and for the benefits of interactions with and feedback from your fellow students.

### Reading Assignments

You are expected to complete all reading assignments before class on the day the reading is due. The lectures will not simply summarize the readings but will build from them, so you need to complete the readings ahead of time. Discussion in class will sometimes focus on the readings, so be prepared to discuss them.

### Written Assignments

Assignments 1-5 are to be computer-generated (except the diagram in Assignment 3). Please format these assignments using one-inch margins, double spacing, and a Times New Roman or Cambria 12-point font. Always include a cover page for these assignments with your name, date, and title of the assignment, as well as the number of the course (SW100). All assignments should be checked for spelling and grammar. Assignments 1-5 should be submitted to the course Canvas site. APA style references are required for assignments with references. You can find quick information on APA style at: <http://writing.wisc.edu/Handbook/DocAPA.html> and in the "Important documents" module on the course Canvas site.

### Late Assignment Policy

The ten homework assignments must be completed on time in order to earn any credit. Assignment 5 must also be received on time to receive credit. While I expect you to hand in Assignments 1-4 on time, if any of these four assignments are late, they will be accepted and graded, but you will receive 10% of the points off your grade for each 24 hours late.

### In-class Group Work

During class, students will often work in groups to learn from each other's perspectives and to provide feedback on each other's work. This group work is not graded. This group work is meant to provide students with both the experience of collaboration as well as actual help and feedback on assignments from peers. This group work aims to address *Course Objective 5: Students will further their skills in collaborating with peers, providing and incorporating feedback, and communicating their knowledge and ideas orally and in writing.*

### Religious Observance

If you have a religious observance that conflicts with a due date, please let me know no later than the third class period so that we can plan an alternate due date or assignment.

### Students with Disabilities

Students who are registered with the McBurney Center must give the instructor a copy of their faculty notification letter within the first two weeks of the semester so that any needed accommodations can be made. Only accommodations approved through the McBurney Center will be made.

### Use of Technology in Class

Please turn off and put away all cell phones during class time (no phone calls or checking/sending texts during class time, except with permission). Only use laptops during small group work sessions as needed for the activity at hand. (An exception is made for people with McBurney faculty notification letters specifying consistent use of a laptop). Inappropriate use of technology during class time may result in a student being asked to leave class period. Repeat offenses may result in reductions in a student's homework assignment grade or being asked to drop the class.

### Taking care of yourself and asking for help

As a student you may experience a range of personal issues or circumstances that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 608-265-5600 or visiting [uhs.wisc.edu](http://uhs.wisc.edu). Help is always available.

## Academic Integrity and Misconduct

“Academic Integrity is critical to the mission of the University of Wisconsin-Madison, a research one institution with high academic standards and rigor. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens. This unique path of opportunities, created by each student, is commonly known as the Wisconsin Experience and impacts our campus community and beyond in significant and positive ways. The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.”  
Found at: <http://www.students.wisc.edu/doso/acadintegrity.html>

Academic misconduct is often thought of as “cheating” in the pursuit of one’s academic endeavors. Information on academic misconduct rules and procedures and plagiarism can be found at the following websites:

<http://students.wisc.edu/doso/students.html>  
[http://students.wisc.edu/doso/docs/uws\\_chapter\\_14.pdf](http://students.wisc.edu/doso/docs/uws_chapter_14.pdf)  
<http://writing.wisc.edu/Handbook/QuotingSources.html>

There are two major forms that plagiarism takes:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks, offsetting, and attribution. A direct quote is when one repeats or copies verbatim the words of another.
2. Paraphrasing the ideas or research findings of another person(s) without identifying the source of the ideas. A paraphrase is a restatement of a text or passage in another form or in other words (i.e., putting into your own words the ideas of another person(s)).

## Assignments

### Homework Assignments

You are expected to do all the readings (or watch assigned videos or do assigned tasks) and be prepared to discuss them in class. In addition, you are expected to do 10 of the 15 homework assignments. You can choose which 10 you want to do. On the syllabus and on Canvas your options are marked with an \*. (Any assignment without an \* is not an optional assignment and should be done for that day). These homework assignments almost always build upon the assigned reading for the day. Usually you should do the reading first and then the assignment. You will see specific instructions if you are supposed to do something different from that. You must complete the homework assignment by 5:00am on the day it is due (e.g., if it is homework for a Tuesday class, it is due by 5am that morning. I am not encouraging overnight hour working by any means, however, want to provide an opportunity for students who stay up later to utilize that time. The reason this is due a handful of hours before class is so I can look at the homework before we have class that day (this does not mean they will be graded right away).

Each homework assignment is worth 3 points. You will receive a grade of 0, 1, 2, or 3 for each assignment. They will be graded based on your responsiveness to the assignment, the thoughtfulness of your analysis or response, and the clarity of your written communication. Grading scale:

0=No effort put in or was not responsive to the instructions

1=minimal responsiveness, thoughtfulness, and/or clarity of expression

2=Good responsiveness, thoughtfulness and/or clarity of expression with some room for improvement

3=Excellent responsiveness, thoughtfulness and clarity of expression

## **Assignment 1: Assessing your strengths and values**

This assignment aims to help students meet *Course Objective 1: Students will develop a better understanding of their own motivations and skills for changing the world.*

### **Instructions**

In the first weeks of class, you will have read Chapters 1, 2, and 3 from “Do Good Well: Your Guide to Leadership, Action, and Social Innovation”. You will have completed Exercises 1.1 – 1.6, filled out a survey of social problem interests, and engaged with others in class about these exercises.

In this paper, please reflect on and write about what you currently understand about yourself. What are the experiences and values that currently guide you? What are your strengths and areas that need some more exposure or skill development? Also reflect on whether talking with others about the exercises in class made some of your values even clearer to you, or whether the discussions made you question some of your own values or skills.

By the time we all hit young adulthood, we have core values and experiences that affect our choices moving forward. But it is also true that you are about to be exposed to a broader range of people, ideas, and experiences. Part of college is about expanding your horizons. But it is hard to reflect on this expansion unless you know where you are starting from. Hopefully this paper will help you explicitly identify some of your current values, experiences, strengths, and preferences. Then, throughout the semester and life, you can more explicitly recognize when your core values are being challenged, changed, etc. And you can notice whether you choose to use or build on your strengths, expose yourself to addressing areas of weakness, or both.

Please respond to the questions/instructions below. No need to describe exactly what you did in the exercises – instead, your answers should summarize the most salient parts of the exercises. If there isn’t much to say on one or more of them, that’s fine – no need to make stuff up just to seem deep ;-). Feel free to number and/or label each question that you answer so the TA or I can follow along easily.

1) Who am I? From Exercise 1.1, please summarize who you are – what are the words that you use to best describe you? Are there discrepancies between how you see yourself and how others see you? If so, why is that?

2) From Exercise 1.2, please summarize what you are most grateful for. Do you think of yourself as a grateful person? In general, and in comparison to other people, do you think you are good at recognizing the positive aspects and privileges of your life? Or do you take aspects of your life for granted?

3) From Exercise 1.3, please summarize what you value most and why. In talking with others about what they value, did it surprise you to hear what others raised? Are any of your core values things that you expect will drive choices in your future career?

4) From exercise 1.4, summarize what some of your emotional cues are, and what they say about you and what moves you (in positive or negative ways).

5) From exercise 1.5, summarize what you have learned when thinking about those you admire. Do you admire people with strengths different from your own, those with strengths similar to your own, or both? What does that mean for the type of people you may want to surround yourself with moving forward?

6) From exercise 1.6, summarize your primary strengths and weaknesses. How do you imagine these will play out as you think of ways that you may want to change the world in small or big ways? What are some of the things you might consider doing to use your strengths to your advantage? What are some of the things you could consider doing to reduce some of your weaknesses or to compensate for them?

7) What affected your ratings of social problems to study for this class? Were your choices more driven by efficiency (what you already know might take less time to work on), passion (things you already care about and want to delve more deeply into), expansion of knowledge (picking areas you don't know much about but would like to), etc.? What did you find yourself avoiding and why? Are there certain topics that don't interest you, make you nervous, make you too angry, etc.? What did that exercise say about what drives your choices?

8) If you were starting an organization to help change the world in some way, what are three key values that you would build the organization around? Some of you may find this difficult. But give it a try.

This paper should be 3-6 pages. Answer the questions in a way that demonstrates thought and reflection on your part. As with other assignments, please make sure you include a cover page, and follow other instructions for written assignments described above.

You will be graded based on completeness (answering all the questions and following all instructions), quality of content (answering the questions in a way that is complete and demonstrates thoughtful reflection), clarity of writing (spelling, typos, grammar, sentence structure, and flow).

Assignment 1 is due to Canvas by **9:00 am on January 31<sup>st</sup>**.

## **Assignment 2: Problem Statement**

This assignment aims to help students meet *Course Objective 2: Students will develop the ability to examine the multiple and complex causes of social problems.*

### **Instructions**

Using the social problem you are working on in a group, write a one paragraph problem statement:

*What is the specific problem you are examining? Why is it a problem? For whom, where, and for how long? What are the implications if this problem is not addressed?*

While a good problem statement usually also ends with “What is one way of addressing this problem?” you do not need to include this in your problem statement for this assignment.

You should include citations to the literature that back up the claims in your problem statement (2-5 citations). Use APA style for the citations (see <http://writing.wisc.edu/Handbook/DocAPA.html>)

Since you are working with your group on the same topic, you can choose to submit your own independent work on this, or you can send in work that was done by the group as a whole. *Please note whether your submission is a group submission or an individual submission.*

A draft of Assignment 2 is due to Canvas by 9:00am on February 14<sup>th</sup> **Please bring 6 hard copies with you to class that day to discuss with classmates.**

Assignment 2 (final) is due to Canvas **by 9:00am on February 19th.**

[Note: We will look at an example of a problem statement in class]

### **Assignment 3: Causes of social problems**

This assignment aims to help students meet Course Objective 2: *Students will develop the ability to examine the multiple and complex causes of social problems.*

#### **Instructions**

- 1) Diagram your social problem (you will see examples in class and we will work on these diagrams in class before they are due). What are the causes of your social problem? Hand in a diagram of the major causes of your social problem. This can be done by hand or using computer software. If you do it by hand, hand in your diagram at the beginning of class on April 4<sup>th</sup> – make sure your name is on it! Make sure you explore potential causes at multiple levels – individual, mezzo, and macro levels.
- 2) Explain your diagram. Briefly describe the major causes of your social problem as you depict them in your diagram. Which causes in your diagram are well known and documented and which ones are more speculative or theoretical? Cite the articles that these causes are described in (at least 4 citations using APA style).
- 3) What else needs to be known to better understand the causes of your social problem? Provide two examples of what you think needs to be known (i.e. what do we need more research on)?

Since you are working with your group on the same topic and diagramming exercise, you can choose to submit your own independent work on this, or you can send in work that was done by the group as a whole. Please note whether your submission is a group submission or an individual submission. The grading will be the same no matter whether it is an individual or group submission.

Papers will be evaluated for following all instructions, providing responses to all questions, the quality of the responses, and clarity of writing.

Assignment 3 is due to Canvas **by 9:00am on April 4<sup>th</sup>**.

## **Assignment 4: Analysis of intervention**

This assignment aims to help students meet *Course Objective 3: Students will develop an understanding of multiple approaches to social change, and the ability to critically evaluate pros and cons of different approaches.* It also contributes to meeting *Course Objective 4: Students will develop an understanding of how social work and other professions contribute to understanding and addressing social problems.*

### **Instructions**

You will find a social change effort that addresses the social problem you have been assigned to. You will be assigned to either a community service intervention, a community organizing effort, an advocacy effort, or a social entrepreneur/social innovation approach. Once assigned a type of intervention/approach, you should look for a particular program or project of that type to describe and analyze. You can see a description of each of these types of interventions in a file under the Important Documents document on the Canvas site. You could also look ahead to the readings that go along with the days in class that we will cover each of those types of intervention/approach. **You should get approval from the TA or Instructor before proceeding with using a particular change effort for Assignment 4. Send a link or document via e-mail for approval, or meet with one of us in person.**

Please write a paper that includes three sections as described below, regarding the change effort that you are describing and analyzing (I'll refer to the change effort as "the project"). Along with your paper, provide at least one source that you used to learn about the project in case we want to go read about it ourselves. If this source(s) is a web site, you can simply include the web site or sites in your paper. If your main source is a policy brief or academic paper with no web address, you can submit this document into Canvas along with your assignment, but please label the title of that document or documents with your name so we know it goes with your paper. This paper should be 8-12 pages on average, but no more than 15 pages!

1) What is the identified problem?

Does the project have a problem statement? In other words:

What is the problem identified as needing fixing/improvement by this project?

Why is it a problem (who does it affect)? What are the implications if no change is made?

(Length for this section: About two paragraphs)

2) Describe the project

Briefly describe the project. What is the solution this project is trying? Why do they think this is the right approach? Briefly describe the main components of the project—what they do and how it is supposed to work.

(Length for this section: About two pages)

3) Analyze this project

What do you think are/were its strengths and weaknesses for addressing this social problem? Do you think it will work or not (or if it is complete, why do you think it was

successful/unsuccessful/partly successful)? (In total, this paper should be about 8-12 pages long, on average, but no more than 15 pages!).

In order to fully address the three issues above, you should answer all of the following questions below:

- What are the explicit and/or implicit assumptions about what the main causes of the social problem are?
- Which causes of the problem does this project aim to address? Are there some causes of this problem that they are ignoring?
- What is the reason why this solution was chosen and is/was expected to work? (Was it based on theory that suggests it should work? Or was it based on historical/research evidence about similar efforts? Or both? Or neither?)
- Does it take a multi-level perspective on the causes of the problem? If so, how?
- At what level is the project targeted in order to improve the problem? Does it target change at multiple levels (micro, meso, macro) or at one level? Describe.
- If they are ignoring some important causes of the problem, does this suggest it may not be successful in your opinion (or could it have been more successful if it addressed other causes)? Discuss.
- What did the project describe as some of its own weaknesses at addressing the problem? Do you think there were weaknesses that they didn't identify? If so, which ones?
- Does it seem like they have thought about or integrated some important principles of social change? If so, which ones?
- What level of participation in the design and conduct of the project is there from those who suffer the most from the problem? Did the project do for or do with the target individuals? Do you think the level of participation in designing and implementing the project was appropriate or not and why?
- Is the project based on a strengths perspective? If so, in what way? If not, how would a strengths perspective have improved the approach in your opinion or not?
- Does the project address risk factors or protective factors or both? Describe.
- Will/did the project improve the problem for all people or just some? Might the project actually increase disparities in the problem for different groups? If so, what do you think about this?
- What professions or fields do the project staff/participants come from?
- Do you think the project could benefit from approaches and perspectives from any other field or profession? If so, which ones?
- What is your favorite aspect of this project? Discuss.
- What is your least favorite aspect of this project (i.e., is there something that seems unethical or not thought through enough, or something else)? Discuss.
- Of course, feel free to add any other relevant observations about this project beyond answering these questions.

Part of your grade for this assignment includes presenting this work to both your problem group and to another group. If you satisfactorily present this work in those venues, it is worth 5 of the 30 points for this assignment.

The other 25 of 30 points for this assignment are evaluated for the degree to which you follow the instructions, the clarity of your communication, and the quality of your analysis.

**Assignment 4 is due one week after your presentation** so that you can integrate any last minute feedback from your group into your paper. If you present on April 9, your paper is due on April 16. If you present on April 11, your paper is due April 18. Those who present on April 18 have the paper due on April 25, and those presenting on April 25 have the paper due on May 2.

### **Assignment 5: Take-home essay**

I will introduce this assignment on the second day of class. However, here are the basics: Pick something in your life that you would like to do or to change for the next 30 days. It could be a health behavior change like eating 3 vegetables per day for 30 days, or exercising 5 times per week over the next 30 days. Or it could be something new you want to incorporate into your life, like not complaining for 30 days, or talking to someone new each day, or something else. You choose what it is you want to commit to doing over the next 30 days. **By January 31<sup>st</sup>**, you tell me what it is you will be doing by going to the Canvas site for that day and answering questions about your challenge. At the end of the semester, you will write a short paper responding to questions I will give you about the experience (instructions to be given to you later in the semester). You will not be graded on whether or not you are successful in your challenge! You will be graded on the written assignment – your thoughtfulness in responding to my questions about how course content relates to your experience with the challenge.

*The actual written instructions for the take-home essay will be disseminated to you later.* The topic for Assignment 5 is due on **January 31<sup>st</sup>**. The written assignment is due by **11:59pm on the final day of class (May 2<sup>nd</sup>)**.