

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706**

**SW205 Introduction to the Field of Social Work (Section 001)  
Spring 2019**

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Class Days: Tuesday & Thursday      Time: 4:00pm-5:15pm  
Credits: 4      Location: Social Sciences 6104  
Instructional Mode: Face-to Face

Canvas Course URL: <https://canvas.wisc.edu/courses/139865>

Discussion Sections: The discussion sections will provide you with the opportunity to more fully explore and talk about topics and issues raised in the weekly lecture. Material covered in discussion sections will also be included in exams. Discussion sections will begin January 28<sup>th</sup> for Section 301 and on January 30<sup>th</sup> for Sections 302, 303 & 304.

<u>Section Number</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>	<u>TA</u>
301	Monday	1:20pm - 2:10pm	Social Work 114	Knoke
302	Wednesday	1:20pm - 2:10pm	Social Work 106	Goldberg
303	Wednesday	2:25pm – 3:15pm	Social Work 106	Goldberg
304	Wednesday	3:30pm – 4:20pm	Social Work 106	Knoke

### **I. Course Description**

Introduction to the Field of Social Work is a basic survey course. It includes historical development, formation of social welfare policies, and the role of the social work professional.

Attributes and Designations: This course counts as Liberal Arts and Sciences credit in L&S.

Requisites: None

How Credit Hour is Met: This class meets for two 75-minute periods and a 50-minute discussion section each week over the spring semester and carries the expectations that students will work on course learning activities (readings, studying, writing) for approximately eight hours out of the classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

## **II. Course Overview**

Social Work 205 is intended to introduce the evolution and present status of social welfare institutions and the profession of social work. The course focuses on the development and status of the social welfare institution; the history of social work and social welfare; the purposes, values and skill base of the profession; the organization and functions of public and private social agencies; and the social service delivery system. This course will also address the impact of social problems on individuals, families, and/or communities. This is a professional foundation course required for undergraduate social work and social welfare majors. The course is also open to other undergraduate students of any disciplinary background who are interested in learning more about social welfare and the social work profession.

## **III. Learning Outcomes: Competency Descriptions and Dimensions**

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

## **IV. Course Content**

### **WEEK 1: Introducing Course & Social Work Profession**

#### ***Week 1a: Tuesday, January 22***

##### Topics: Introduction & Course Overview

- Discussion Sections
- Course Content, Assignments & Policies
- Student Forms

##### Required Readings:

- No readings required for today

#### ***Week 1b: Thursday, January 24***

##### Topics: Social Work Profession

- Purpose, Roles & Responsibilities
- Code of Ethics & Core Values
- Challenges & Rewards

##### In-Class Activities:

- Group Discussion: Social Work purpose, roles and responsibilities
- Group Discussion: Potential practice challenges and rewards

##### Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 1, pp. 3-23). Boston, MA: Cengage Learning.

## **WEEK 2: Generalist Social Work & Ethics**

### ***Week 2a: Tuesday, January 29***

Topics: Generalist Social Work Practice

- Addressing Complex Social Issues at Home and Globally
- Skills, Roles & Planned Change Steps
- Micro, Mezzo & Macro

In-Class Activities:

- Video: Upstream & Downstream Intervention
- Demonstration & Discussion: Using an Ecomap

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter. 4, pp. 113-134). Boston, MA: Cengage Learning.

### ***Week 2b: Tuesday, January 31***

Topics: Social Work Ethics

- What They Are & Are Not
- Basic Principles
- Ethics & the Digital Age
- Challenges in Practice

In-Class Activities:

- Discussion: Definition & Origin of Ethics
- Discussion: Boundary Crossing & Violations

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter. 2, pp. 39-64). Boston, MA: Cengage Learning.

## **WEEK 3: Diversity, Difference & Oppression**

### ***Week 3a: Tuesday, February 5***

Topics: Diversity, Difference & Oppression – Part 1

- Social Construction of Difference
- Terms & Definitions
- Lived Experience of Oppression

In-Class Activities:

- Video & Discussion: The Danger of a Single Story

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter. 3, pp. 65-74 & 86-99). Boston, MA: Cengage Learning.

***Week 3b: Thursday, February 7***

Topics: Diversity, Difference & Oppression – Part 2

- Identity & Self-Reflection
- Prejudice
- Intersectionality

In-Class Activities:

- Video & Discussion: The Urgency of Intersectionality

Required Readings:

- Oluo, I. (2018). So you want to talk about race. New York, NY: Seal Press, pages 23-36.

**WEEK 4: Historical Roots of Social Work & Social Welfare**

*Benefits Application Paper Due in Assignment Dropbox Prior to Start of Class on February 12; Paper will be graded and returned to students in two weeks.*

***Week 4a: Tuesday, February 12***

Topics: Historical Roots, Part 1: 1600s-1860s

- Early Colonial Laws
- Social Welfare System
- Pauperism & Poorhouses

In-Class Activities:

- Discussion: Deserving versus Undeserving “Poor”
- Video: Mary Richmond

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 6, pp. 177-186). Boston, MA: Cengage Learning.

***Week 4b: Thursday, February 14***

Topics: Historical Roots, Part 2: 1870s-1900

- Industrialization of America
- Immigration
- Settlement Houses & Charity Organizations
- Black Women & Native American Activists

In-Class Activities:

- Video & Discussion: Our Spirits Don't Speak English: Indian Boarding School
- Video: Settlement Houses
- Discussion: Use of Oppositional Consciousness

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 6, pp. 186-191). Boston, MA: Cengage Learning.
- Hounmenou, C. (2012). Black settlement houses and oppositional consciousness. *Journal of black studies*. 43(6), 646-666.

## **WEEK 5 Historical Roots of Social Work & Social Welfare**

### ***Week 5a: Tuesday, February 19***

Topics: Historical Roots, Part 3: 1900-1960

- Progressive Period
- Great Depression
- Creating a National Social Welfare System
- New Deal

#### In-Class Activities:

- Discussion: Impacts of Stock Market Crash on People & Economy
- Video: Depression & Social Work

#### Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 6, pp. 191-199). Boston, MA: Cengage Learning.
- Freedberg, S. (2016). Bertha Capen Reynolds and the progressive tradition in social work (1885–1978): from professional maverick to forgotten woman. *Critical and Radical Social Work*, 4(2), 267-278.

### ***Week 5b: Thursday, February 21***

Topics: Historical Roots, Part 4: 1960-Present

- War on Poverty
- Civil Rights & Social Work Activists
- The Great Recession

#### In-Class Activities:

- Discussion: Long-Term Impact of Indian Boarding Schools
- Videos: Separate But Not Equal
- Video: The Little Rock 9

#### Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 6, pp. 199-209). Boston, MA: Cengage Learning.

## **WEEK 6: Social Work Today: Social Justice & Poverty**

### ***Week 6a: Tuesday, February 26***

Topics: Social Justice Today

- Social Justice Issues
- Barriers to Social Justice

#### In-Class Activities:

- Pair Share: What Makes an Issue a Social Justice Issue
- Video: Transgender
- Video: How to Raise a Black Son in America

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 6, pp. 209-211). Boston, MA: Cengage Learning.
- Williams, J., Simon, C., & Bell, A. (2015). Missing the mark: The image of the social work profession in an African-American community. *Journal of Ethnic and Cultural Diversity in Social Work, 24*(1), 56-70.

***Week 6b: Thursday, February 28***

Topics: Poverty

- Types of Poverty
- Intervention
- Emotional Repercussions

In-Class Activities:

- Pair Share: What are the Causes of Poverty
- Video & Small Group Discussion: The Story We Tell About Poverty Isn't True

Required Readings:

- Alie, S., Bahar, O.S., Gopalan, P., Lukasiewicz, K., Parker, G., McKay, M., et al. (2018). Feeling less than a second class citizen: Examining the emotional consequences of poverty in New York City. *Journal of Family Issues, 39*(10), 2781-2805.

**WEEK 7: Community Social Work & Midterm Exam**

***Week 7a: Tuesday, March 5***

Topics: Community Practice

- Strategies for Working with Communities

In-Class Activities:

- Video: People's Grocery
- Video: Kentuckians for the Commonwealth

Required Readings:

- Androff, D., Fike, C. & Rorke, J. (2017). Greening social work education: Teaching environmental rights and sustainability in community practice. *Journal of Social Work Education, 53*(3), 399-413.

***Week 7b: Thursday, March 7***

*Midterm Examination*

**WEEK 8: Child Welfare**

***Week 8a: Tuesday, March 12***

Topics: Child Welfare History & Practice

- Causes of Child Abuse
- Successful & Unsuccessful Interventions

Guest Speaker: Ellen Smith

In-Class Activities:

- Case Study: Is it Child Abuse?

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 9, pp. 283-317). Boston, MA: Cengage Learning.

***Week 8b: Thursday, March 14***

Topics: Working in Child Protective Services

- Choosing the Child Welfare Field
- Field Placement
- Rewards & Challenges

Guest Panelists: TBD

Required Readings:

- Comstock, A. & McDaniel, N. (2004). The casework process. In C. Brittain, & D.E.Hunt (Eds.), *Helping in child protective services: A competency-based casework handbook*. (pp. 49-75). Oxford University Press.

**WEEK 9: Spring Break (March 19 & 21)**

**WEEK 10: Developmental Disabilities**

***Week 10a: Tuesday, March 26***

Topics: Developmental Disabilities & Services

- Defining Definition of Developmental Disabilities
- Brief History of the Rights for People with Disabilities
- Social Work Roles & Practice Challenges

Guest Speaker: Vicky Knoke

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 11, pp. 357-381). Boston, MA: Cengage Learning.

***Week 10b: Thursday, March 28***

Topics: Developmental Disabilities: Supporting & Caregiving

- What a Social Worker Needs to Know
- Advocacy

Guest Speaker: Sandy Tierney

Required Readings:

- No readings required for today

## **WEEK 11: Substance Abuse**

*Social Justice Issue Paper Due in Assignment Dropbox Prior to Start of Class on April 2; Paper will be graded and returned to students in two weeks*

***Week 11a: Tuesday, April 2***

Topics: Substance Use

Guest Speaker: Alan Irgang, LCSW

Required Readings:

- KIRST-ASHMAN, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 14, pp. 459-477). Boston, MA: Cengage Learning.

***Week 11b: Thursday, April 4***

Topics: Medical Social Work

Guest Speaker: Jaime Goldberg, LCSW

Required Readings:

- KIRST-ASHMAN, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter. 12, pp. 385-410). Boston, MA: Cengage Learning.

## **WEEK 12: Mental Health & Stigma**

***Week 12a: Tuesday, April 9***

Topics: Mental Health

- Mental Health & Mental Disorders
- Diagnosis & Treatment
- Clinical Social Work

Guest Speaker: Tally Moses, PhD

Required Readings:

- KIRST-ASHMAN, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 13, pp. 415-453). Boston, MA: Cengage Learning.

***Week 12b: Thursday, April 11***

Topics: Mental Health & Stigma

- Mental Health as a Social Justice Issue
- Social Work's Role in Addressing Stigma

Guest Speaker: Angela Willits, LCSW

In-Class Activities:

- Video: Ending the Stigma of Mental Illness
- Video: 4 Myths About Mental Health In The US

Required Readings:

- Fawcett, K. (2015, April 16). How mental illness is misrepresented in the media. *U.S. News & World Report*. Retrieved from <http://www.usnews.com>
- Koschorke, M., Evans-Lacko, S., Sartorius, N., & Thornicroft, G. (2017). Stigma in different cultures. In W. Gaebel, W. Rossler, & N. Sartorius (Eds), *The stigma of mental illness – end of the story? Spring* (pp. 67-82). Cham: Springer.Heidelberg

**WEEK 13: Criminal Justice**

***Week 13a: Tuesday, April 16***

Topics: Criminal Justice

- Social Work & Criminal Justice
- Effects of Institutionalization on Prisoners
- Role of Social Worker in Corrections
- Negative Effects of Punishment on Behavior
- Racial & Gender Disparity within the Criminal Justice System

Guest Speaker: Nick Yackovich, PhD

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 16, pp. 515-531). Boston, MA: Cengage Learning.

***Week 13b: Thursday, April 18***

Topics: Crime & Social Work Intervention

- Social Work with Sex Offenders
- Rights of Sex Offenders
- Treatment
- Challenges Experienced by Social Worker

Guest Speaker: Meghan Burge, LCSW

Required Readings:

- Elias, H., & Haj-Yahia, M. M. (2016). On the living experience of sex offenders' therapists: their perceptions of intrapersonal and interpersonal consequences and patterns of coping. *Journal of Interpersonal Violence*, 1-25. <https://doi.org/10.1177/0886260516646090>
- Levenson, J.S., & Grady, M.D. (2018). Preventing sexual abuse: perspectives of minor-attracted persons about seeking help. *Sexual Abuse*, 1-23. DOI:10.1177/1079063218797713

**WEEK 14: School Social Work & Aging**

***Week 14a: Tuesday, April 23***

Topics: School Social Work

- Role of School Social Work
- Issues Faced by Students
- Effective Treatments
- School to Prison Pipeline

Guest Speaker: Jenny Braunginn

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter 15, pp. 481-511). Boston, MA: Cengage Learning.
- Tuzeo-Jarolmen, J. (2014). Introduction and definitions: Discussion of the skills, techniques, and essential practices (pp. 42-55). In *School social work: A direct practice guide*. Thousand Oaks, CA: Sage Publications, Inc.

***Week 14b: Thursday, April 25***

Topic: Social Issues in Aging

- Exploring our Biases Towards Elders
- Gerontological Social Work
- Social Issues in Aging

In-Class Activities:

- Discussion: What Words Come to Mind When Thinking of Aging
- Discussion: Ageism
- Video: Dementia & the Power of Music

Required Readings:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. (Chapter. 10, pp. 323-351). Boston, MA: Cengage Learning.

**WEEK 15: Palliative Care & Final Exam**

***Week 15a: Tuesday, April 30***

Topic: Palliative Care at End of Life

- Terminology
- Role of Hospice & Palliative Care Social Workers
- Psychosocial, Cultural & Spiritual Needs

In-Class Activities:

- Video: Ain't the Way to Die
- Discussion: Threats to a Quality Dying Process

Required Readings:

- Noh, H., & Schroepfer, T. A. (2014). Terminally Ill African American Elders' Access to and Use of Hospice Care. *American Journal of Hospice and Palliative Medicine*, 32(3), 286-297.
- Open Society Foundations. (2016). *Palliative care as a human right: A fact sheet*. Retrieved from the Open Society Foundation website: <https://www.opensocietyfoundations.org/sites/default/files/palliative-care-human-right-fact-sheet-20160218.pdf>

***Week 15b: Thursday, May 2***

Topics: Final Examination

## V. Texts and Reading Material for the course:

The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library:

- Kirst-Ashman, K. K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. Boston, MA: Cengage Learning.

Additional required readings will be available through the SW205 Canvas Course site.

Top Hat, a software system that promotes student engagement in the classroom, will be used in this course for attendance and the administration of in-class questions, polls and reviews. You will receive an email invitation with instructions on how to set the application up on your smart phone. To view additional instructions or obtain support, go to this link:

<http://learnuw.wisc.edu/toolbox/Top%20Hat%20QRG%20for%20students.pdf>

## VI. Evaluation: Assignments, Grading and Methods

### Grading Scale & Standards:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in some areas; below in others
70-75	C	Below expectations in most areas
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal expectations in all areas, not acceptable

### Assignments

Assignment	Points
Benefits Application Paper ( <i>Due Feb.12 &amp; Returned to Students in Two Weeks</i> )	20
Mid-Term Examination ( <i>Held on March 7</i> )	30
Social Justice Issue/Event Paper ( <i>Due April 2 &amp; Returned to Students in Two Weeks</i> )	20
Final Examination ( <i>Held on May 2</i> )	30
<b>Total Points</b>	<b>100</b>

#### 1. Benefits Application Paper (20 points)

##### *Purpose of Assignment*

A goal of this course is to provide you with a deeper awareness and understanding of the impact that social problems such as poverty have on people, and the challenges they face in working with different systems. This assignment affords you the opportunity to gain experience with the Wisconsin benefits system. You will go through the process of applying for BadgerCare Plus and the FoodShare program. Descriptions of the two programs can be found in the Assignment Module on the course Canvas site. Completing your application will not only assist you in becoming more familiar with public benefit programs but also in gaining a self-awareness of your values and your ability to empathize with others in need.

Finally, this assignment will not only help develop further your critical thinking and writing skills but also the succinctness of your writing.

Some students may have applied for benefits before based on personal needs and some may never have applied before. Both sets of students should complete Part 1 of this assignment and in regard to Part 2, respond to the set of questions that is applicable.

### *Assignment Instructions*

This two-part assignment involves your applying for benefits and writing a paper about the experience. Although you will complete a benefits application, you will **not** submit your completed application on the Access website.

#### Part 1: Complete Your Application (Allow 30 minutes to complete Part 1)

- Read the materials posted in the Canvas Assignments Module about the two benefit programs BadgerCare Plus and FoodShare. If you would like additional information, please refer to the program websites.

Please read these bullet points prior to beginning the application process:

- ACCESS works best with Chrome, Firefox and Internet Explorer V. 11. If you use other browsers such as Safari, you are highly likely to have problems.
- In the "apply for benefits" section you will need to create a username and password. Write these down in case you want to refer back to your application.
- You will be asked for your social security number. You can use your own or leave it blank; however, it will not accept one that is made up.

#### Application Process:

- Go to the testing and training website where people can apply for benefits: <https://sys.access.wisconsin.gov/>
- Click on "Am I Eligible?" and then click on Next at the bottom of the page. For the purposes of this exercise, you are going to imagine that 1) your family consists of you and your two minor children; 2) no one in your family has health insurance; 3) you have never applied for benefits before and 4) you have a job income of 40 hours a week at \$10 an hour. You can enter your personal information or make up information to answer the other questions.
- When you reach the "Your Results" page of your application, review the programs for which you may and may not be eligible. After looking over the page, click on Next and then Next again. You will be on a page that has a "Print My Information" button. Click on the button, and then download and save the page. You may also take a screenshot for proof of completion. You will upload this page with the paper you write.
- After saving your paper, click on Exit.
- You will now be back to the homepage. Click on "Apply for Benefits!" and complete the section. You need only apply for FoodShare and BadgerCarePlus. For the purposes of this exercise, you and your family are currently not receiving any benefits. Use the same information for this section, as you used for the "Am I Eligible" section. Do not submit your application. Print the page with your tracking number, as you will upload this page with the paper you write. After printing, click on "Save this Application" and then close your browser window. You have completed Part 1 of the assignment.

Part 2: Write Your Paper

- You are required to write a 4-full page minimum to 5-page maximum paper (cover sheet not included in this count).
- Please remember that this is an academic paper so be certain to adhere to the Written Assignment Guidelines Policy located in the Course Policy section of this syllabus, as well as in the Canvas Assignments Module
- The filename for your paper should be Last Name Benefits Spring 2019. For example, the filename for my paper would be Schroepfer Benefits Spring 2019.

**Students who have never applied for benefits before:**

Succinctly, critically and deeply answer the following questions:

1. What was it like to complete the application?
2. Discuss your thoughts and feelings about applying for benefits. To what extent were you able to allow yourself to envision that you might need to do this? What was it like to imagine you were a single parent with two minor children to raise on a job income of 40 hours a week at \$10 an hour? What did you learn about yourself from completing this assignment? Discuss your intellectual *as well as* your emotional reaction.
3. What challenges do you think some people may face in completing the application process? Be specific and provide examples.
4. What new information did you learn about public assistance programs while you were completing the application? How might your familiarity with this process help you to be a more effective social worker? What might a social worker consider doing to make application processes better for individuals and families? Be specific and provide examples.

**Students who have applied for benefits before:**

Succinctly, critically and deeply answer the following questions:

1. What was it like when you applied for benefits prior to this assignment?
2. Discuss the thoughts and feelings you remember having when you first applied for benefits. Were your thoughts and feelings different when you applied for this assignment? Why or why not?
3. What challenges did you face when you first went through the application process? Based on having completed the application process for personal reasons and for this assignment, what do you think some people may face in completing the application process? In discussing your challenges and ones that others may face, be specific and provide examples.
4. What new information did you learn about public assistance programs when you first applied and when you applied for this assignment? How might your familiarity with this process help you to be a more effective social worker? What might a social worker consider doing to make application processes better for individuals and families? Be specific and provide examples.

*Assignment Due Date*

Your completed paper and two printouts from the application part of the assignment must be uploaded to the Canvas Benefits Application Paper Assignment dropbox prior to the

beginning of class on February 19. Go to the Assignments Module on Canvas for examples of the two printouts (*Am I Eligible Printout* and *Apply for Benefits Printout*) that must be uploaded along with your paper. In addition, the grading rubric for this assignment is located in the Assignments Module on Canvas.

## 2. Social Justice Issue Paper (20 points)

### *Purpose of Assignment*

Another goal of this course is to insure you connect course content with current social justice issues or events taking place outside the classroom. It is important that you develop and/or further your skills of integrating multiple sources of knowledge, understand mechanisms of oppression and discrimination, and continuously appraise and attend to local, community and societal developments. This paper will assist you in practicing these skills by having you explore and choose a current social justice issue/event discussed in a newspaper article, and then writing a paper that connects classroom and discussion section knowledge with the issue. Finally, this assignment will not only help develop further your critical thinking and writing skills but also the succinctness of your writing.

### *Assignment Instructions*

This two-part assignment involves your choosing a newspaper article written on a social justice issue or event (e.g., protest about issue) and writing a paper addressing the questions below. The issue can be one that is occurring at the city, county, state or national level. I encourage you to choose an issue that resonates with you and challenges your critical thinking skills.

#### Part 1: Find Social Justice Issue Article

- Find a newspaper article written in the past six months about a current social justice issue or event. Most major newspapers in the country can be accessed online.
- Note: The source must be an actual newspaper and not a news source that only has an online presence; this type of source is not acceptable for this assignment.
- The article must be a news article, not an op-ed piece or an editorial.

#### Part 2: Write Your Paper

- You are required to write a 5-full page minimum to 6-page maximum paper (cover sheet and references are not included in this count).
- Please remember that this is an academic paper so be certain to adhere to the Written Assignment Guidelines Policy located in the Course Policy section of this syllabus, as well as in the Canvas Assignments Module.
- If you chose an online article, use APA style and cite it at the end of your paper on a reference page. If you cut an article out of a newspaper, then please scan and upload it with your paper.
- The filename for your paper should be Last Name Justice Spring 2019. For example, the filename for my paper would be Schroepfer Justice Spring 2019.

Succinctly, critically and deeply answer the following questions:

1. Describe the social justice issue presented in this article.
2. Discuss the main points of the article.

3. Does the paper present multiple points of view regarding the social justice issue?
  - 3a. If yes: What are these points of view? Do you find any points of view to be missing and, if so, what are they?
  - 3b. If no: What points of view do you find to be missing?
4. What knowledge have you learned in course lectures, guest speakers, required readings and/or discussion sections that you feel relates or serves to inform your reading of this social justice issue?
5. What role can social workers play at the micro, mezzo and/or macro level to address this issue? Be specific and provide examples, if necessary.
6. Discuss your thoughts, feelings, and personal reactions to the article. What did you learn? Be specific and provide examples, if necessary.

#### *Assignment Due Date*

Your completed paper (and if appropriate, scanned copy of newspaper article) must be uploaded to the Canvas Social Justice Paper Assignment dropbox prior to the beginning of class on April 1. To see how this assignment will be graded, refer to the grading rubric located in the Assignments Module on Canvas.

#### 3. Examinations (60 points)

Two examinations will be given covering material from the readings, lectures, videos, guest speakers, class discussions and discussion sections. These exams will consist of multiple choice and true-false questions. The midterm examination and the final examination will each be worth 30 points. Please arrive promptly at the appointed exam time. If you arrive late to either exam and at least one student has already completed the exam and left the classroom, you may not take your exam and will receive a failing grade.

- The midterm examination, which will cover the materials from Weeks 1b-7a, and be held on Thursday, March 7<sup>th</sup> from 4:00pm-5:15pm.
- The final examination, which is not comprehensive, will cover materials from Weeks 8a-15a and be held on the last day of class, Thursday, May 2<sup>nd</sup> from 4:00pm-5:15pm.

#### Grading Questions

Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an 'A'. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

## VII. Course Policies:

### Attendance Policy

In order for you and your fellow classmates to benefit from this course, attendance is required unless excused by myself or your TA. Attendance will be taken at each lecture and discussion section. **If you are unable to attend the lecture, please email me prior to class to request an excused absence. You may receive no more than two excused absences in regard to the lectures. If you are unable to attend your discussion section, please email your TA prior to class to request an excused absence. You may receive no more than one excused absence for discussion sections. For each unexcused absence either for the lectures or discussion sections, one point will be deducted from your grade. Please note that you must attend at least 24 out of 28 lectures and 12 out of 14 discussion sections in order to pass the course.**

### Student Behavior Policy & Classroom Climate

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

### Reading Assignments

You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

### Written Assignment Guidelines Policy

All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:

#### *Papers Must:*

- Use one-inch margins
- Use Times New Roman 12-pointfont
- Be double-spaced and each new paragraph indented ½ inch
- Use page numbers for all assignments

- Be spell and grammar checked
- Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title: do not place this information on the first page of your paper
- Use APA style when citing and referencing

#### Paper Organization:

- Each paper must include an introduction and conclusion
- Each paper must have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion
- Each paragraph must have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- Paragraphs must have smooth transitions from one to the next
- A consistent tense must be used throughout the paper

#### Do Not:

- Use contractions (for example: don't, can't)
- Use quotes from articles read, unless it is a 2-3 word phrase not easily put into other words
- Be repetitious in your writing
- Use run-on sentences
- Use too many prepositional phrases
- End sentences in prepositions (for example: with, of, at)

#### Do:

- Think critically when writing
- Write with depth – avoid superficial statements
- Be reflective
- Be succinct
- Connect your assignment to class discussions, course readings and related experience outside of the classroom

#### Late Assignment Policy

The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

#### Students with Disabilities

Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at <http://mcburney.wisc.edu>

#### Student Wellness

As a student you may experience a range of issues that can prove to be barriers to learning. These issues may include strained relationships, anxiety, high levels of stress, alcohol/drug

problems, racism, feeling down, and/or loss of motivation. **University Health Services (UHS)** can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting [www.uhs.wisc.edu](http://www.uhs.wisc.edu). Help is always available.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- Gender and Sexuality Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus.

- <https://students.wisc.edu/doso/services/bias-reporting-process>
- Bias Response and Advocacy Coordinator email: [reportbias@wisc.edu](mailto:reportbias@wisc.edu)
- UW-Madison Police Department: [uwpd.wisc.edu](http://uwpd.wisc.edu)
- Office of Equity and Diversity: [www.oed.wisc.edu/](http://www.oed.wisc.edu/)

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

#### Use of Electronic Devices in the Classroom

Research (University of Michigan Center for Research on Learning and Teaching, 2010; Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of such devices (e.g, laptops, smartphones, iPads, etc.) is **prohibited**. These devices must be turned off and stored before the beginning of class.

The only exception to the use of an electronic device is **when the instructor requests that you use it for Top Hat**. During class, the instructor will request that you get your phone out and complete a Top Hat task. Once that task is completed, the instructor will bid you to put away your phone. Students using electronic devices for purposes other than Top Hat will be asked to leave the classroom and be required to meet with the professor in order to return to class.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

#### Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one's own work – in either written materials or speeches.
2. The presentation of ideas of others as one's own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author's original text, even with a citation, is plagiarism. Please see [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (<http://www.students.wisc.edu/doso/acadintegrity.html>).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

<i>Competencies &amp; Descriptions</i>	<i>Course Content Relevant to Dimensions* Comprising Competency</i>	<i>Location in Syllabus</i>
<p><b>2.1.1: Demonstrate ethical and professional behavior</b> Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. <b>Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession.</b> Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Lectures, readings and discussions related to demonstrating ethical and professional behavior, as it relates to the profession's history, its mission, and role and responsibilities. (K, V)</p> <p>Videos &amp; activities (K, V)</p> <p>Assignments: Benefits Paper (K, V)</p> <p>Midterm Exam (K, V)</p> <p>Final Exam (K, V)</p>	<p>Week 1b, 2a, 2b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 8a, 8b, 10a, 10b, 11a, 11b, 12a, 12b, 13a, 13b, 14a, 14b &amp; 15a</p> <p>Week 2a, 2b, 4a, 4b, 5a, 7a, 8a, 12b, 14a, 14b, 15a</p> <p>Pages 11-14</p> <p>Page 15</p> <p>Page 15</p>
<p><b>2.1.2: Engage diversity and difference in practice</b> Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lectures, readings and discussions related to engaging diversity and difference in practice. (K, V, S, C&amp;AP)</p> <p>Videos &amp; Activities (K, V, S, C&amp;AP)</p> <p>Assignment: Benefits &amp; Social Justice Issue Papers (K, V, S, C&amp;AP)</p> <p>Midterm Exam (K, V)</p> <p>Final Exam (K, V)</p>	<p>Week 3a, 3b, 4b, 5b, 6a, 6b, 7a, 10a, 10b, 12b, 13b, 14a, 14b, 15a</p> <p>Week 3a, 3b, 4b, 5b, 6a, 6b, 7a</p> <p>Pages 11-15</p> <p>Page 15</p> <p>Page 15</p>
<p><b>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</b> Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected</p>	<p>Lectures, readings and discussions related to advancing human rights and social, economic and environmental justice. (K, V, S, C&amp;AP)</p> <p>Videos (K, V, S, C&amp;AP)</p> <p>Assignments: Benefits &amp; Social Justice Issue Papers (K, V, S, C&amp;AP)</p>	<p>Week 2a, 3a, 3b, 4a, 4b, 5b, 8a, 9a, 10a, 10b, 11b, 13a, 13b, 14a, 14b</p> <p>Week 2a, 5b, 6a, 6b, 7a, 12b, 14a, 14b &amp; 15a,</p> <p>Pages 11-15</p>

\*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

**A Brief Summary of “*From Safe Spaces to Brave Spaces*” A New Way to Frame Dialogue  
Around Diversity and Social Justice” (Arao & Clemens, 2013)  
By Martha Saucedo, LCSW**

By creating ***BRAVE SPACES IN THE CLASSROOM***, the emphasis is placed on the “need for courage rather than the illusion of safety” when discussing social justice issues. In a brave space, students have the opportunity to dialogue and deepen their understanding of other viewpoints by taking risks, learning to sit with their discomfort, and becoming aware and responsible for their intentions and impact on others. Such a process deepens the student’s learning process.

**SAFE SPACE OR BRAVE SPACE – THAT IS THE QUESTION!**

1. **Controversy with Civility:** The “agree to disagree” safe space approach seeks to reduce conflict in order to avoid discomfort. **A brave space** approach views conflict as natural when discussing social justice issues and encourages students to learn from conflicting viewpoints. It also reminds students to be civil in their discussion so as not to oppress others.
  
2. **Own your intentions and your impact:** One could argue that the “Don’t take things personally” safe space approach results in not owning one’s intentions and the impact they have on others. The approach can lead to the transfer of responsibility to the person listening and most emotionally affected, who must now stuff their feelings in order for the other person to feel safe in talking. The brave space approach of owning one’s intentions and impact, however, provides students with the opportunity to express their points of view and observe the type of impact their words have on others. It helps them to understand that the impact of their actions may not always align with their intentions, and that even positive or neutral intentions do not negate the negative impact they can have on others.
  
3. **Awareness of factors influencing the choice to challenge:** Another common approach used in creating safe spaces is “Challenge by choice”, which means that a student’s choice to participate and how deeply they do so will be honored. In a brave space, students are encouraged to pay attention to the factors that influence their participation decision. Is it privilege that leads to their having the choice not to challenge themselves, and oppression that

does not allow for such a choice by the target group members? It is hoped that awareness of these factors will play a part in a student's decision to participate and be challenged.

4. **Respect:** This concept is used in the safe space approach, but is in need of clarification regarding what it means to students, as it can differ based on experiences, culture and background. In a brave space, students are asked to talk about how they would respectfully challenge others and how they would respond if challenged.

**No attacks:** As with respect, the brave spaces approach seeks to clarify what is meant by no attacks. It is important to help students understand that a challenge may not necessarily be an attack; rather, it could be the result of a defensive reaction to another's statement. It is important to encourage students to use "I statements" when they are expressing disagreement.

It is the facilitator's responsibility to be aware of these core guidelines when creating brave spaces. Monitor and remind students throughout discussions and model these guidelines in your relationship with the students.

## Cultural Humility

### Defined:

- ▷ Recognizes “competence” as a lifelong learning process that requires humility
- ▷ Necessitates active critical self-reflection by individuals and institutions
- ▷ Requires consistent commitment by practitioners to partnering with diverse populations to end or reduce social injustices.

### Goals:

1. Humility to commit to and engage in lifelong self-reflection as practitioners
  - Leads to a positive change in one’s attitudes and behaviors toward diverse populations
  - Leads to a greater appreciation, valuation and inclusion of their ideas, beliefs, experiences and expertise
  - Requires cultivating awareness and understanding of the perspectives and practices of others through active listening
2. Recognize and redress power imbalances in the client-social worker or patient-provider communication and dynamic relationship
3. Develop mutually respectful non-paternalistic partnerships with diverse communities

## References

1. Tervalon, Melanie and Jann Murray-Garcia. 1998. “Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education.” *Journal of Health Care for the Poor and Underserved* 9(2):117-125.
2. Ortega, Robert M. and Kathleen Coulborn Faller. 2011. “Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift.” *Child Welfare* 90(5):27-49.

## Guidelines for the Classroom

### Community Guidelines (Equity & Justice Institute, 2016)

- ▷ Be authentic
- ▷ Use “I” Statements
- ▷ Listen respectfully
- ▷ Be fully present
- ▷ Be open
- ▷ Take risks
- ▷ Recognize and manage your judgment
- ▷ Trust Intent – Name impact
- ▷ Respect and maintain confidentiality
- ▷ There is always room for growth and learning
- ▷ Name if you feel triggered
- ▷ Stay in it

## Dialoguing

### Dialogue versus Debate

Dialogue is a way to communicate that supports authenticity and is different from debate.

<u>Dialogue</u>	<u>Discussion</u>
Inquire	Tell, sell, persuade
Integrate multiple perspectives	Gain agreement on one meaning
Uncover & examine assumptions	Evaluate and select
Unfold shared meaning	Justify and defend

### Behaviors that Support Dialogue (Equity & Justice Institute, 2016)

- ▷ Dialogue = Gentle and Respectful Curiosity
- ▷ Dialogue = Listening First + Asking Clarifying Questions
- ▷ Dialogue = Openness + Acknowledging Disagreement
- ▷ Dialogue = Sharing Feelings and Seeking Shared Meaning