

SWK 433: Social Work Practice III

Credit hours: 4 Classroom is Brookens Library room 340.

Spring 2022

Course Section A, meeting Tuesdays from 6:00 p.m. until 9:30 p.m. In actual practice, we will meet in the classroom and/or on Zoom from 6:00 for an hour or two, and then you will spend an hour to 90 minutes on our discussions in the Canvas discussion boards. Zoom link is <https://uis.zoom.us/j/93950649661?pwd=emh-PQW1NZ25TMS92eW1YUFJHZmE3QTog> and the password is 433. Meeting ID: 939 5064 9661

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Office Hours: Use Facebook Messenger, LINE, WeChat, WhatsApp, or GroupMe to reach me.

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Email: hadleyiv@uis.edu (I check e-mail a few times each week)

Social Media:

Facebook you can message me after friending me as “Eric Joseph Orsay Hadley-Ives” (not “Eric Hadley-Ives” as that is a personal account for my family and old friends)

See below for social media where I am available for quick responses:

LINE:



WeChat:



WhatsApp



GroupME



Spring of 2022 there will be Zoom meetings you can join for every session except the class on the week following Spring Break and the second week of the semester (the last Tuesday in January); the class on those weeks will only be on the discussion boards in Canvas. I will be in our classroom for in-person class simultaneously with the Zoom meetings from February through April aside from spring break and the week following spring break. As for the last week in April and the first week of May, I'd like to wait until Spring Break to determine whether those classes will have an on-campus classroom option, but certainly there will always be a Zoom option.

Course Description

This course challenges the student to look at generalist social work from the perspective of larger systems, those beyond the individual, family and small group and will hopefully stimulate and expand the students thinking about intervention strategies. This course reviews the historical roots of social work's community based movements and reflects on the professions mission, including issues of diversity and social and economic justice, involving populations at risk.

The course surveys and puts into practice the basic concepts and skills involved in advocacy and community organizing. The focus will be on developing the basic skills required to engage in beginning macro practice. Political advocacy and community development will be emphasized. Understanding appropriate interventions will be based on empowerment and a strengths perspective. Service learning may be incorporated as a class activity.

Students should anticipate assignments that involve community-based service learning experiences in diverse neighborhoods, as well as exposure to the policy arena. The UIS location, within the state's capital city, affords us unique opportunities to view and participate in macro level policy making.

As the pandemic of COVID-19 ravages the nation, we will be creative in finding ways for you to do the experiential learning assignments in this class in ways that protect you from the SARS-CoV-2 virus, which poses a real threat to your long-term health and the well-being of those whom you love. In 2022 we are seeing the COVID diseases transition from pandemic (with spikes and sudden spreads) to endemic (steady and predictable low-level disease and death). During a winter months the USA sometimes suffers as many as 300 deaths per day from flu-related illnesses, and once COVID-related deaths reach a situation of steady death numbers under 400 per day in the USA, I expect conditions to return to "normal". At the start of Spring 2022, we're seeing deaths at an average of 1,800 per day in the USA, and that rate will likely spike over 3,000 deaths-per-day in February before declining.

Course Objectives

Upon completion of the course, students will:

- Define and understand "advocacy" and "organizing" and explain at least five techniques used to effectively do these activities as social workers. (Outcome measures: writing in the learning notebook, class discussions, final reflection paper)
- Be able to explain how diverse groups (including at least women, persons with disabilities, persons from historically oppressed minorities, and members of marginalized groups) have their quality of life enhanced or diminished by public policy processes. (Outcome measures: writing in the learning notebook, class discussions, final reflection paper)
- Be able to identify a dozen key social issues confronting the field of social work Social Work, the clients we serve and the programs that employ us. (Outcome measures: learning notebook, classroom discussion, group project selection and implementation, Grand Challenges paper, and final reflection paper)
- Identify their representatives and elected executives in power at the federal and state levels, and be able to offer three basic strategies for influencing their decision-making and legislative or administrative behaviors. (Outcome measures: writing in the learning notebook, class discussions, Grand Challenges paper, final reflection paper)
- Be able to demonstrate the use of ten techniques used in political advocacy, organizing, and empowering. (Outcome measures: learning notebook, classroom discussion, group project selection and implementation, Grand Challenges paper, and final reflection paper)
- Explain the historical legacy of activism in the Social Work profession by giving examples of five movements of activism in which social workers have participated. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)
- Explain how they would integrate social work values and ethics into practice with larger systems, such as communities and governmental policy making units. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)
- Be able to explain and justify why you prefer some ideas over others. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)

- Explain how their own sense of ethics/morality fits or clashes with ideas they claim to accept or reject. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)
- Be able to offer three habits of self-examination and information-gathering they will use to practice critical thinking and doubtful questioning.

Learning Outcomes

- Define and understand the meaning of advocacy and organizing, as these terms are used in the Social Work profession. (Outcome measures: writing in the learning notebook, class discussions, final reflection paper)
- Be aware of the impact of public policy processes and value orientations on diverse groups, such as people of color, women, gay, lesbian, disabled individuals, and at-risk populations. (Outcome measures: writing in the learning notebook, class discussions, final reflection paper)
- Identify and assess some of the key social issues confronting the field of Social Work, the clients we serve and the programs that employ us. (Outcome measures: learning notebook, classroom discussion, group project selection and implementation, Grand Challenges paper, and final reflection paper)
- Understand the legislative process at the Federal and State levels and be aware of who your elected officials are. (Outcome measures: writing in the learning notebook, class discussions, Grand Challenges paper, final reflection paper)
- Become familiar with and to demonstrate the use of the techniques used in political advocacy, organizing, and empowering. (Outcome measures: learning notebook, classroom discussion, group project selection and implementation, Grand Challenges paper, and final reflection paper)
- Appreciate the historical legacy of activism in the Social Work profession. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)
- Integrate social work values and ethics into practice with larger systems, such as Communities and governmental policy making units. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)
- Able to explain and justify why you prefer some ideas over others. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)
- Students will investigate their own value system and determine how their own sense of ethics/morality fits or clashes with ideas they claim to accept or reject. (Outcome measures: learning notebook, classroom discussion, and final reflection paper)
- Students will build a foundation of critical thinking and doubtful questioning so that their lives will be enriched by habits of self-examination and information-gathering.

The course goals and objectives fit with the UIS Social Work Program Goals and Objectives.

UIS Social Work Program Goals:

- I. Teach students to understand and apply conceptual frameworks, models of practice, and evidence-based helping strategies to continually improve practice.

2. Prepare students for competent professional generalist practice with individuals, families, groups, organizations, and communities by teaching skills in critical thinking, communication, research, and practice.
3. Educate students on the fundamental role of professional social work values and ethics in practice and personal development.
4. Promote student commitment to engage in diversity and advance human rights and economic justice in a rapidly changing global environment.

UIS Social Work Program's List of Competencies Students Should Gain:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individual, families, groups, organizations, and communities
7. Assess individual, families, groups, organizations, and communities
8. Intervene with individual, families, groups, organizations, and communities
9. Evaluate individual, families, groups, organizations, and communities

Expectations and Teaching Philosophy

Students are expected to devote approximately 10-12 hours of their time each week (on average) to this course, and should apply these hours in:

Attending class on Tuesdays and posting in Canvas discussion boards (3.5 hours each week)

Reading assigned readings (2-3 hours),

Reviewing recommended materials and gathering information (1-2 hours),

Doing weekly assigned exercises (1-2 hours),

Working on experiential assignments (1-8 hours),

Writing about their experiences with experiential assignments in their learning notebook (1-2 hours),

Reflecting on their learning of social work practice skills (1-2 hours), and

Working on their grand challenge paper (1-3 hours).

Attendance

Students are expected to attend all classes, but attendance is not graded, so if you must miss a class, it may not influence your grade. What I do grade is participation. Potentially you can earn 72 of 200 total class points from perfect participation, but the way I grade, you can expect about 55 points in total for participation if you are on track to earn an "A-" in the course.

Attendance and participation are very important, so come to class and be prepared to participate. There are faculty discretionary points, and the normal expectation is that you will get 2-out-of-4, but if you miss more than one class, you could expect to possibly receive fewer than 2 discretionary points.

Each week, even in weeks when we meet with Zoom, you must also post in the Canvas Discussion board. I expect everyone to always post at least two social posts in each session's discussion board and at least two answers to discussion questions related to the course and at least one response to a classmate; so a minimum of five posts in the discussion board in each session. That's the minimum. The ideal is that you will make about 10 posts each session. In the two weeks we have no class meeting on campus or in Zoom, the class is entirely on the discussion board, and each student should post a minimum of ten responses and ideally 15 posts.

Class events require that all students be available to participate. At least one community based field trip is usually part of the class format. However, this semester, due to the COVID-19 Pandemic, there cannot be a class field trip. To replace the field-trip, I want every student in this class to do one or more of these six things, so that your total effort in the "field trip" replacement activity is at least four hours (which is the time devoted to typical field trips in normal semesters):

- 1) volunteer with an advocacy campaign related to a policy or bill. Describe your experience in class and/or write about it in your learning journal.
- 2) devote time to writing at least six letters of advocacy and sending them as e-mails or actual letters. At least one should be to a local official (e.g., mayor, chief of police, alderperson, county board member, school board member, etc.), and at least one should be to a state official (State Senator or State Representative or Governor or administrator in a State Agency), at least one should be to someone active at the national level (Your U.S. Representative, the Illinois Senators, the President, a Cabinet Official). You may send up to three letters/e-mails to the same political person. Letters may be advocacy related to specific legislation or decisions, or they may be informative and educational. Please include these in your learning journal.
- 3) Serve as a volunteer in some capacity to work with homeless persons or provide services to persons experiencing homelessness. Mention this in your learning journal.
- 4) Serve as a volunteer or volunteer in some capacity to work with the UIS Social Work Club. Meet with me to discuss this, and/or write about it in your learning journal. If you do your "join and participate in a group" assignment through involvement with the social work club, just put an extra four hour effort into that.
- 5) Attend any conference (presumably a virtual conference) related to social work work or some cause related to social work.
- 6) Attend the NASW-Illinois Chapter Advocacy Day virtual events: <https://www.naswil.org/advocacy>

[cacy-day](#) on March 21st.

The four hours you put into one of these “field trip” substitute activities will not be graded, but you must put four hours into these “common class experiences” in order to pass this class. That is, there is a simple “yes or no” box I check in the grade book about whether you did something to substitute for the field-trip, and if you did your four hours, the box is checked “yes” and you are eligible to pass the course, and if it’s checked “no” you will not pass the class.

Just describe what you did in your learning journal, and if I see your description in the journal, you will get the full 6 points (of 200 total in the class, of 72 in the participation domain of evaluation) for “field trip or common course experience”. I think it should go after your list of articles, but you can put it wherever you like.

Tardiness exhibits rude behavior to classmates as well as the teacher and guest speakers. Students should be on Zoom at 2:00 on Tuesdays when we have classes scheduled, or at least within the first few minutes after 2:00. You should also not leave early; we are scheduled until 5:30, but we normally will not stay on the discussion board for more than two hours (you still have the discussion boards to attend to, even after our Zoom meetings). Actually, while COVID is raging, I’d rather keep our classroom/zoom experiences to about 60-90 minutes of duration, but if everyone is on Zoom we will go longer than that, and when we do have class meetings that only require 60-90 minutes, I expect students to post more in the discussion board (remember the five post minimum and 10 post expected average).

LEARNING NOTEBOOK (Learning Journal)

You will keep a “learning notebook” to help you focus on locating, remembering and reflecting on issues related to macro-level practice. This can be an electronic file, so long as you can share it (e.g., convert into Word or Pages or PDF and upload, or put on U of I Box or Google Drive and share through the world-wide web. You have five individual experiential learning assignments (some that you might do with a friend or classmate) and one group project (you must do it in collaboration with classmates), and you will write about those as special entries in your learning notebook. All your assignments in the class are collected and put into the “learning notebook” (with the possible exception of the end-of-semester self-evaluation and learning reflection, which is due after the learning journal, and the Grand Challenges Paper, which is likewise due after the learning journal).

A “learning notebook” or “learning journal” is simply a collection of notes, articles, flyers, ideas, thoughts and activities, which the student gathers in the process of becoming a more aware and involved citizen advocate. Each week of class, students should look for articles, explore blogs, look at websites recommended by peers or the instructor, listen to National Public Radio or podcasts, watch television news shows, read the newspaper, participate in macro-level activities and peruse the internet to become more aware of macro-level social work issues, and social work policy and/or advocacy issues to include in the notebook.

As you collect sources about macro practice (podcasts, articles broadcast on radio or television, articles in periodicals, etc.), just but them (or links to them) in your notebook. Write a few sentences about each source you find. If you write things (as you probably will for some of the ex-

periential learning assignments, and you may do as your work to replace the field trip), include those as well.

If the entry is in print form, - simply clip, or download/print, or copy and include. Usually you can just copy and paste your work into the notebook. Even just putting a link to the source so I can follow-up and read it would suffice.

If the entry is from radio or television, jot down a brief summary and include your summary in your learning journal.

If the entry is a summary of an outside activity, please type and enter it, and remember to include the date.

An entry may also be original work, such as a letter to the editor or to a legislator.

Most importantly, your learning notebook must include five essays in which you describe your experiences with the five experiential assignments, and also brief descriptions of what you learned from your five experiences with micro courses at the United States Institute of Peace.

FIVE EXPERIENTIAL ASSIGNMENTS

These five exercises are designed to help you develop practice skills. You must do these things, and then reflect on what you did, what you experienced, and what you learned. Writing an essay in which you describe the process and the actions you took, the things you learned, and then reflect on how your skills as a social worker have developed through the experience is one way I can evaluate your development of social work skills, *so I expect substantial writing in your learning notebook about your experiences with each of these assignments.* That is, the actions you take are necessary and important, but your after-the-action or during-the-action reflection on your feelings, your thoughts, your observations, and an evaluation of what you accomplished and what you did well and how you might apply skills in doing this sort of thing in your professional practice is as important or more important than the action itself. You must write a description of what you do, but do not stop at simply describing what you did and what happened; think about what happened and write about what you learned from the experience.

1) Experiential Learning Assignment 1. Social Event with three persons whom you don't know well.

Estimated time to complete: 10 hours, and 2 hours writing about it

Hold a party or event or get-together including at least six households (or six persons with none of them residing in the same household would work) and yourself (you represent a seventh household). As many as three may be people you know, and at least three must be people you don't know very well. This can be a "block party" or some sort of an event with the intention of bringing together people in your street, your neighbors, your apartment building. Maybe you could do this with people in your faith congregation, people with similar political beliefs, a group of social workers or persons in allied helping fields, or classmates at UIS. The point of the meeting is to get to know each other and strengthen social bonds (remember one of our Grand Challenges is ending social isolation). The mission is to find a topic of common concern; an issue in your lives that is significant to all seven of you (you and at least six others involved in your party or event). You must pay attention to how you reach out to the (at least) three persons whom you do not know very well, and how you successfully schedule and organize this event.

You must pay attention to how the event was fun, built social bonds, and whether everyone who participated got to know each other a bit better. You need to be attentive to how you, at some point at the event, get the conversation directed toward an issue of common concern. Then, you need to keep track of what your six guests had to say about the issue of common concern. Write about this event in your learning notebook.

Since you are allowed to have as many as three of the six guests be persons you know pretty well, consider inviting along classmates from UIS.

The ideal that at least seven persons participate (including yourself) is aspirational. If your meeting is smaller, that will be okay, but just meeting with a couple friends would not meet the objective of your getting experience in setting up a meeting with people whom you don't know well and then guiding a conversation with a group.

This event should be completed by the end of February, but could be delayed up to the middle of March. You should have written about it in your learning notebook by the start of April.

In writing about it, describe: your feelings about approaching people you didn't know well; your technique for inviting them; your approach to making people feel comfortable at the gathering; the topics of conversation that arose naturally; what you did to direct the conversation toward a topic of "common concern," and how you feel about your approach to directing conversations toward a particular goal (having conversations with a purpose); and what people said about the topic of common concern. I also want you to reflect on how you helped people consider what might be done about the shared problem or issue. Keep in mind that the learning objectives of this assignment are related to building your skills in *engagement* with communities and skills in *assessment* of community problems. You are also developing skills in communication, listening, and most importantly, guiding group conversations toward issues of common concern with an intention to help people understand common problems, and consider what they might do about them. Since you know the purpose of the exercise, and the skills you are supposed to be developing, please pay attention to how you used your skills to engage with your guests. It's okay if the event is a total failure, so long as you tried your best and you can describe what happened and reflect on what you did right and what you might have done differently and what you have learned from the experience.

The meeting can be "virtual" through a computer interface such as Zoom. The meeting can be outdoors with people practicing social distance (or indoors with persons wearing masks over nose and mouth and sitting over two meters from each other). The meeting should under no circumstances involve more than 10 persons. Due to the Pandemic, I will not *require* that you invite persons whom you do not know well.

2) Experiential Learning Assignment 2. Assess powerful persons in your social network

Estimated time to complete: 8 hours, and 90 minutes writing about it

Look over your Facebook contacts (or LINE, or QQ, or WeChat, or Linked-in, or Snapchat, or Instagram, whatever), and also consider your childhood friends, people you grew up with, classmates, people who attend religious services with you, people in your workplace, your parents' or siblings' close friends, and so forth, and determine:

- 1) the most potentially powerful and influential people you directly know, and
- 2) the most potentially powerful and influential people you know slightly or who are well-known to people whom you know well.

Find the top three most influential people you directly know and the top three people you are one contact away from you. *For the three you know directly*, ask them about three things.

First, ask if they have ever used their wealth, their talent, their expertise, or their influence to *try to make a difference in the world*. Did they support a particular cause, serve on a board, launch a campaign, or get involved in politics, or lobby, for something they believed in?

Second, ask them if they *might ever help you if you were involved in a cause they believed in*.

If you had a good idea for something and were trying to get something wonderful done to improve a community or policy or help out some people, would your influential/wealthy/powerful friend be interested in supporting you in some way?

Third, ask them about *what sort of appeals for help are most likely to get their support*. That is, what sort of approaches or methods or situations would be most likely to elicit their support (could be service on a board, financial contributions, volunteering expertise, exerting their influence through social networks, trying to influence others to join in some cause... the idea of "support" should be considered broadly).

The purpose of this assignment is to help you become more comfortable with the idea that when it comes to power, wealth, and influence, we are not all equal; and, as a consequence, you may need to figure out who has resources and power, and seek out their help sometimes. Networking and using contacts may be an important part of macro practice, and to get comfortable with this, you need experience in considering your own networks of friends and acquaintances and using those networks to find allies who can mentor you or support you in your efforts. As you do this assignment, consider your own comfort with approaching others for help and advice.

When you write about this, be sure to discuss the three most influential persons who are one contact away from you, even though you are not tasked with approaching those persons. Write about how you determined which of the persons you know have the most power and influence. Write about how you felt as you approached them and raised the three questions, and of course write about their responses. Reflect on what you have learned.

This experience should be completed by the end of March. You should have written about it in your learning notebook by the first week of April.

3) Experiential Learning Assignment 3. Join in a cause, or become more active in a cause.

Estimated time to complete: 12 hours, and 90 minutes writing about it

Choose one interest group or cause and join it. Attend at least two meetings of this group (membership meetings). This could be any sort of civil society group. It could be a special interest group at your faith congregation, or a local chapter of the Audubon Society or Sierra Club. You could find out who your local precinct committeeman is (Democratic, Republican, Libertarian, or Green) or find a local political leadership person, and join in meetings with that person. Perhaps you can join a youth intervention group like Boys and Girls Clubs, or Big Brothers Big Sisters, or Scouting, or Urban League, or something like that. The point is, you must join something, and you must attend at least two meetings or events put on by the group you have joined. This will require 8-10 hours of your time this semester.

When writing about this, you need to pay attention to what you learn in the course about effective groups, and try to assess the group you have joined. You also need to pay attention to your personal participation, and how you feel about it, and what you are learning about yourself and the group.

This experience should begin in February or early March, and by mid-April you should have been able to attend two meetings or events for your group. You should have written about it in your learning notebook before Thanksgiving.

4) Consider how an adversary may be an ally.

Estimated time to complete: 5 hours, and that includes writing about it.

In keeping with the idea that you have no permanent allies and no permanent enemies, and you must practice your social work skills in macro-practice with persons from a wide range of backgrounds, this assignment is about studying a person who is generally on the opposite side of the political spectrum from you, finding something you and your “adversary” have in common (a common interest, value, experience, etc.) and planning how you could reach out to the person in support on the issue where you can form a common cause. The end result may simply be a letter praising and supporting this person for whom you would normally be opposing, or it may be something more concrete, perhaps offering some voluntary service to help with the common cause you have, or asking for help. *You do not actually need to send any letter or communicate with the adversary*; it will suffice to imagine what you could do or write a draft of what you could send.

First, you must identify common ground or a shared cause with someone who you normally dislike or oppose. For example, let's say you are a person who generally favors policies that we could call "conservative" and you dislike left-wing Democrats, or let's imagine you like Democrats and think Governor Pritzker is great, but you strongly dislike conservatives and Republicans. Find a politician or figure who is on the opposite spectrum from you (if you are moderate, just find someone in local or national politics whom you dislike for personal reasons—maybe you just dislike their personality, or you think they are extreme or ignorant). Study the range of opinions and causes supported by this person. For example, maybe you live in the Illinois 13th Congressional District for the US House, and Rodney Davis is your (Republican) Representative, and you hate his politics. Check out his personal background, and you find that he is a big contributor to a charity you like, or serves on the board of such a charity, or maybe you learn that he has been a coach in little league, or that he is an animal-lover who once volunteered at an animal shelter. Just find something that matters to this hypothetical adversary whom you generally oppose, and identify how you might make common cause with this person.

Consider what you could do to reach out to the person whom you normally oppose. What would you do, and what would you say?

This will require a few hours to find a person you dislike and write about why you dislike them, a couple hours to find something where you and the person you dislike have a common cause, and a few hours to write about how you might work with your adversary toward reaching a common goal related to your common cause. Then, after you have done this, if plausible, actually do something to reach out to this adversary and put your plan into practice, trying to accomplish something (this last step is optional).

Please monitor your learning and personal growth as you work on this assignment. The point is to help you cultivate an open-minded and open-hearted attitude in macro-practice. Humans have a tendency to generalize and categorize everything, and we tend to put people into "friend" or "enemy" categories: "I like this person" and "I don't like this person" or "this person is one of us" and "this person isn't one of us". This assignment should help you perceive this dynamic in your own perceptions of the world and the way you feel about other people, and after bringing this awareness from unconsciousness into the focus of your conscious attention, it should help

you defeat this attitude and become more skilled in “finding common ground” and “building common cause” with others. However, the goal is not to abandon your moral values and standards. Some ideas and values are objectively stupid, and some policy suggestions are ruinously horrible. You might find common cause with a self-proclaimed “identitarian white nationalist” or “black nationalist” on some issue, but it doesn’t change the fact that ideologies based on emphasizing ethnicity or racial identity in terms of “purity” and hierarchies of worth while stressing opposition to “alien” ethnic or racial identities is a stupid and destructive orientation that has led time and time again throughout history to horrific behaviors.

Another skill you should develop in this assignment is learning how to research the backgrounds of public figures. When you approach someone to advocate for something, it will always be to your advantage to do some background research on the person you will meet. You will want to know about their reputation, their values, their ideals, and their past behavior. You should use this information to shape your approach so that your audience (the person you are trying to influence) will be most receptive to your suggestions.

In your learning notebook write a response to this prompt: *In activism you have no permanent enemies and no permanent friends; on each issue you will find and work with any allies you can find, and therefore you must cultivate the potential ability of working with almost anyone and everyone.*

When writing about this experiential assignment, you need to pay attention to your own allegiances and prejudices, and your own tendency to favor your in-groups. How does confirmation bias work in your own perceptions of the world to distort how you see your allies and adversaries? Think about the ethics of using such confirmation biases in groups to which you belong... when and how is it appropriate to personalize the opposition and ridicule or malign your adversaries, or are such tactics too destructive? What is the purpose of building up a feeling of belonging to an in-group, and what are drawbacks to this approach?

This experience should begin in February, and by mid-April you should have been able to reach out to your chosen adversary (or at least carefully considered how you could do so), and adequately explored this issue. You should have written about it in your learning notebook by the end of April.

5) Human Rights Practice

Estimated time to complete: 5 hours (and that includes writing about your work researching and writing)

The fifth experiential learning assignment is the easiest one and the one with the greatest flexibility in how you approach it. Your assignment is simply to do an act of advocacy in defense of human rights. The easiest way to accomplish this, and a method I encourage, is to get involved with the [Amnesty International Write for Rights](#) campaign, pick a person who is persecuted, study their case, and write a letter in their defense, and send it. Other options are to write advocacy letters to persons in government pointing out that someone or some group of persons are having their human rights denied or abused by some policy or some lack of a policy, and make an appeal for an improvement based on a human rights argument. You could also write an editorial about human rights in some specific case or situation or issue, and submit it to a blog or newspaper or magazine (perhaps a letter to the editor of the *Illinois Times* or *State Journal-Register* in Springfield).

Because we have the option of writing advocacy letters as part of your “field trip” substitute, I will allow double-counting. That is, if you take a couple hours to research a human rights problem, and then write to people, this can be part of your “field trip” substitute.

6) Group Project

The sixth experiential learning assignment is the class group project. As a class, this may be impossible to do this semester. Typically I want students to spend 10-14 hours on a project where several students and I are all working together to achieve something. In the Fall of 2021 this endeavor sort of collapsed, due to the delta variant of COVID-19 and the Pandemic and everyone’s caution about spreading Delta-COVID.

We as a class will discuss this and come up with a decision about what we are going to do. If we do not have an activity where we can all collaborate in macro practice, we may just do a sort of “book club” and read a book and discuss it, and then write a collaborate paper about it. A collaborative paper in which we all write portions of a larger work is also something we could do during the Pandemic.

In the past, I have strongly urged students to do one of these things for a class group project:

- 1) Work with the Social Work Club offers to make the UIS Social Work Club a success.
- 2) Get involved with the Heartland Continuum of Care addressing homelessness by doing something to help one of the task forces (probably the outreach task force would be the easiest choice, and we could prepare an insert for Sunday services in late April in which we explain to congregations what they can do and what religious groups in Springfield are doing to help the very poor and homeless).
- 3) Work with Hazel Dell Elementary School to increase parental participation in that school.
- 4) Create in the areas where we live a sort of social work social club for social workers and social work students, where persons involved in social work (NASW members, probably) would gather together once or twice each month on a regular basis to socialize.
- 5) Contact artists and entrepreneurs in the fields of cultural production to solicit their opinions on the idea of project led by the UIS involving Teacher Education, Social Work, Business, and Theater/Music/Visual Arts departments in which local low-income persons or persons at risk (persons recovering from addiction; persons recently released from incarceration, persons aging out of foster care) are helped to establish income-generating projects involving the arts.

Students are expected to contribute to classroom discussion and to write six essays based on their experiential learning (five experiential learning projects just described, plus one group experiential learning project or whatever substitute we have for the group project). Your learning notebook is a continuous project for you, and you will share it in the 8th and 15th weeks of class. The notebook itself is only graded in the final week of the semester, but I will give feedback on whatever you have in it when you submit it at an earlier time (around the 8th or 9th week of the semester, hopefully). Each notebook must contain at least 17 entries (at least 6 articles with reflections or reactions and at least 5 individual experiential learning assignment descriptions/analysis, and at least 5 descriptions of micro courses you took from the United States Institute for Peace, and at least 1 group project description/analysis, or a description of what you did as an alternative to a group assignment), but students may choose to enter more if they find articles/issues they want to include. This notebook is for the student--- to stimulate interest in macro practice issues and activities. Other entries can be exercises you did with the readings or in class, notes you took in class, personal reflections on readings or class work, or responses to films you watch.

UIS Academic Integrity Policy

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the UIS Academic Integrity Policy available at <http://www.uis.edu/academicintegrity>.

Academic Accommodations

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Asperger’s syndrome. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include, but are not limited to: extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

Inclement Weather

On rare occasions, the university cancels classes because of inclement weather. If circumstances are harsh and the university decides to cancel, an announcement should be made by 6 a.m. or 3 p.m. Check the UIS website or listen to WUIS 91.9 FM for the latest information. Road conditions can vary greatly within the UIS region, some students have longer drives than others, and some drivers are more skilled at dealing with inclement weather than are others. Please do not drive if you conclude that the weather makes it dangerous for you to do so, but please let me know of your decision.

Required Text(s)

We use *Building Powerful Community Organizations* by Michael Jacoby Brown (2006)

We also read pages 133 to 295 in *Dreams from my Father* by Barack Obama (1995)

Course Requirements

Read the required material and some of the recommended material.

Come to class each week prepared with what I've asked you to prepare.

Do the assignments.

Methods of Evaluation

There are no tests in this course. There are six experiential learning assignments (five for individuals, which could be done with friends or classmates, and one group project, which must be done in collaboration with several classmates, or else some substitute work in place of a group assignment). You must write about your experiences and learning in each of those six experiential learning assignments, but this is reflective and personal writing, rather than formal writing. You must also compose an essay in which you address your learning toward the course objectives (final reflection paper), but this is also reflective and may be informal and personal.

There is one somewhat formal paper you must write, but it isn't a major research paper (Grand Challenges Paper). I will evaluate your learning by reading your journal entries about your experiential learning, your essay about your skill development, and your formal paper. I will also monitor your learning in the classroom through your engagement in class exercises and debriefing after class exercises.

This is a course about building skills and knowledge, with an emphasis on your skills. Please try to show me (and yourself) how you are developing social work skills in this course.

Discussion board posts.

Every week you should post in the discussion board. When we meet on Zoom and/or in the classroom, you can spend an hour or two on the discussion board. When we don't have an official meeting (the last week of January and the week in March following Spring Break), you should spend 3-4 hours on the discussion board, reading what people have posted and writing your own responses and replies. I will keep track of your participation in the discussion boards by assigning scores:

0 - you didn't participate and were absent

1 - you participated, but only made a couple short posts, and didn't really engage

2 - you participated and engaged, but it wasn't really enough, and I want more from you.

3 - you participated at a level that I think is good (anything from meeting the bare minimum standards to doing an outstanding job)

4 - you really did an amazing job on the discussion board, and possibly did too much. It's great that you are so engaged, but maybe you should reconsider how you are using your time and put a little less effort into the discussion board.

Between January 24 and May 9 there will be 14 opportunities for me to assess your participation in Canvas discussion boards; and I will also evaluate your description of the common experience or field trip; and whether you presented documentaries to the class. Turning in a draft of your learning journal around mid-semester is also considered part of "participation" in the class. A total of 55 participation points is ideal, but anything over 35 is fine. If you are on track to end up with under 35-points in discussion board participation, we have a problem, and I will ask you to get more involved. Scoring under 35 will have negative consequences for your semester grade. Typically, I will lower your semester grade by a full letter-grade if you have fewer than 30 point on the discussion forums (56 points possible from the discussion boards alone, with 42 points expected if you earn a 3 in all 14 sessions). Scores below 18 on discussion boards represent to me that you have "dropped out" of the class, and will typically get you a failing grade, no matter how well you do on everything else.

- 1) Keep your learning notebook. Include ideas and articles in it. It's a learning journal for your benefit. If you do this, you get full credit.
- 2) Experiential Learning Assignment #1 (guide a conversation toward common problems) with an essay about it in your learning notebook.
- 3) Experiential Learning Assignment #2 (consulting with powerful persons you know) with an essay about it in your learning notebook.
- 4) Experiential Learning Assignment #3 (get involved with an organized cause) with an essay about it in your learning notebook.
- 5) Experiential Learning Assignment #4 (Consider how to ally with an adversary) with an essay about it in your learning notebook.
- 6) Experiential Learning Assignment #5 (Human Rights Advocacy) with an essay about it in your learning notebook.
- 7) Experiential Learning Group Project (essentially experiential learning assignment #6) with an essay about it in your learning notebook. You will be asked to score your group colleagues on a five point scale, and this will be

used as part of the assessment of each group member's individual score, and there will be an overall score based on a class presentation of your group project, and you will be partly evaluated on your writing about the group project in your learning notebook.

- 8) Five descriptions of what you learned in five micro-courses from the United States Institute for Peace. We will all do the three micro-courses "Introduction to Peacebuilding" and "Nonviolent Action" and "Negotiation: Shaping the Conflict Landscape" and then you may pick any two of the other nine micro-courses to fill out the five required of you. Your descriptions can be short (100 to 200 words), but you are welcome to write more.
- 9) Grand Challenge Paper. Pick one of the Grand Challenges in Social Work. Write an analysis of how the field will need to succeed in achieving a specific goal within one of the one Grand Challenge you have selected. All of the Grand Challenges have goals and objectives. Pick a grand challenge and one of the policy or practice objectives associated with it, and write about the sort of policy work, administrative work, and community organizing work that we need in order to have a good chance of getting the policy or practice objective met, so that we can work toward the grand challenge goal.
- 10) Final reflection paper. Write an essay about your learning in this class, addressing each of the ten objectives given in this syllabus. The paper must be at least a dozen paragraphs in length, with an introductory paragraph, one paragraph for each course objective, and a conclusion paragraph. Feel encouraged to write more than this. For each objective, consider what you knew or were able to do when you started the class, and reflect on what you have learned by the end of the class.

Assessing student competencies for Social Work Program Requirements.

In this class every student is evaluated on some competencies related to the Council on Social Work Education's standards for BSW student social work education. Here are the assignments that involve these CSWE competency evaluations, and which competencies are evaluated.

In your oral presentation of your grand challenges paper as well as your written Grand Challenges Paper, you will be assessed on whether you can:

Engage in Policy Practice.

- 1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 2 Assess how social welfare and economic policies impact the delivery of and access to social services;
- 3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Assess Organizations and Communities.

- 1 Collect and organize data, and apply critical thinking to interpret information from constituencies;

- 2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from constituencies;
- 3 Develop intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within organizations and constituencies;
- 4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of organizations and constituencies.

Intervene with Organizations and Communities.

- 1 Critically choose and implement interventions to achieve practice goals and enhance capacities of organizations and constituencies
- 2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- 3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- 5 Facilitate effective transitions and endings that advance mutually agreed-on goals

In your essay about your first experiential learning exercise, in which you guide a meeting with a group of people including some whom you don't know well, I will be looking at your description of what you did to assess:

Demonstrate Ethical and Professional Behavior.

- 2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

In your essay about your third experiential learning exercise, in which you join a cause and attend at least a couple meetings of groups working on the cause, I will be looking at your description of what you did to assess:

Evaluate Practice with Organizations and Communities.

- 1 Select and use appropriate methods for evaluation of outcomes;
- 3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

In your essay about your fifth experiential learning exercise, in which you engage in human rights advocacy, I will be looking at your description of what you did to assess:

Advance Human Rights and Social, Economic, and Environmental Justice.

- 1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 2 Engage in practices that advance social, economic, and environmental justice.

Grading

Learning Notebook (submitted two times, but the first time is only for review, and is worth 8 participation points. The final submission is when you get your real scores on everything.

6 points. First submission of the learning notebook in the 8th or 9th week of the semester

12 points. Essay on 1st experiential learning assignment. (within the learning notebook)

12 points. Essay on 2nd experiential learning assignment. (within the learning notebook)

12 points. Essay on 3rd experiential learning assignment. (within the learning notebook)

10 points. Essay on 4th experiential learning assignment. (within the learning notebook)

8 points. Essay on 5th experiential learning assignment. (within the learning notebook)

- 5 points. Presentation in class of your Grand Challenges Paper.
- 20 points. Descriptions of each of your five micro-courses that you take with the United States Institute for Peace
- 16 points. Your collection of articles, essays, musings, notes, or commentary in the learning journal, and also your description of the field trip or common experience.
- 60 points. Discussion Board Participation and/or Zoom classroom attendance, including 4 points for taking the quizzes and having presentations ready about documentaries you watch.
- 20 points. Grand Challenges Paper
- 15 points. Final Reflection Essay. Submit during finals week.
- 4 points. Faculty discretionary points: 2 points for everyone, and I can add one or two or subtract one or two when I'm calculating your semester grade to nudge you over or under a grading level threshold. This is where my opinion of your overall performance influences your grade.

Total points possible: 200

I think a good (B+) student will earn: 145-149 points.

In grading, I will give you the points suggested in this syllabus as “expected” for each assignment if you are meeting my expectations and doing good work. This is equivalent to a B+.

I will add points, usually half-a-point or a point, but perhaps more on the assignments worth more points, if you are exceeding my expectations.

I will deduct points, usually half-a-point to a point, but perhaps more on the assignments worth more points, if you are disappointing me, or failing to work up to your potential, or failing to demonstrate that you are making progress toward the course learning objectives.

If you meet expectations on all the assignments and assessments, you will end the course with a high B+, but if you exceed expectations by merely 2 points over the entire course, you will cross the threshold to an A-. If you fall short of expectations by merely 7 points over the course of the semester, you would earn a “B” for the course.

If there are quizzes (and there probably will be), you must take them. Failure to take any quiz results in -20 semester points, which is a catastrophic loss. And the end of the semester, I will total up all the points you have earned from quizzes, and all the quiz points someone could have hypothetically earned, and if you score over 25% correct on the quiz questions, you get 4 participation points. If you take all the quizzes and get lower than 25% correct, you won't get the 4 points, but you will not lose any points either. Also, in sessions 9 and 10, when you are asked to describe the set of documentaries you watched in session 8, if you have not watched the documentaries or are not able to give a adequate description of the documentaries, you can lose 4 points.

80 is the threshold for a D

90 is the threshold for a D+

100 is the threshold for a C-

110 is the threshold for a C

120 is the threshold for a C+

130 is the threshold for a B—

140 is the threshold for a B

145 is the threshold for a B+

150 is the threshold for an A-

165 is the threshold for an A

If you earn a 3 for participating in every graded Canvas Discussion Board session, you will earn 42 participation points; scoring below 30 on participation will earn an automatic lowering of your grade by one full letter grade.

Scoring below 15 on participation (or plagiarizing) will earn an automatic F in the course. “Plagiarizing” in which you have made a good faith effort to cite sources, but simply overlooked a citation or made a wrong citation only lowers your grade in the citation dimension of evolution, and does not result in an “F” for the course or the assignment.

What are my expectations?

In your descriptions of your experiential learning assignments, I want a description of what you did and what happened. I also want an analysis of what you think was going on, and how your actions and words influenced what happened. Explain to me what dynamics were going on, or how what you did fit in with anything we have learned about macro practice. Then, I want some sort of application and evaluation, where you reflect on what you learned, what you might do next time, how this experience could inform your social work practice, and that sort of thing. Typically, write-ups for each of the five assignments would be at least three paragraphs, although the first and third experiential assignment might require a few more paragraphs to go into greater detail. There is a time log for how much time I expect you to devote to each experiential learning assignment, and in general I think 60-90 minutes should be enough time to spend on writing about the assignments; maybe a little more, but not much more. I do not care about grammar and spelling and citations so much. Here are the things I’m looking for:

- 1) did you describe what happened or what you did so that a reader can have an understanding of your experience?
- 2) Did you reflect on the meaning of what you did, how your actions or the events you witnessed can be explained and interpreted?
- 3) Did you reflect on what you learned about yourself, and about macro practice, from the experience?
- 4) Did you evaluate the experience, and how you might apply your experience in future social work practice?
- 5) Did you relate your experience to any ideas or concepts we encountered in the class readings, films, or lessons?
- 6) Does it seem you must have spent at least an hour writing about the experiential learning activity?

For the “meeting expectations” level, you will have addressed all of these points in each of the five write-ups, and given adequate detail, but it may seem that you have simply been quickly trying to “check the boxes” and done the minimum to do all this. There might not be anything profound or deep, but you will have at least given some serious thought to your experiences, and demonstrated some level of competency in macro practice.

For “exceeding expectations” you will have given more detail, or devoted more thought, or considered the implications with greater depth, or given more time to interpreting and explaining the dynamics. There will be more analysis (particularly of your involvement in a group) using insights from Michal Jacoby Brown and Obama.

For the Grand Challenge Paper. I evaluate student work looking at these dimensions:

- 1) is the quality of the writing at a high standard, with few grammatical or spelling errors, and generally okay style, demonstrating that the paper has been carefully re-read and revised and edited? A few errors and awkward phrases are allowed, but not many (one or two per page, maybe). The paragraphs might not be perfectly organized, but they are not ever confusingly muddled.
- 2) Citations and sources: Did you use APA style throughout? Slight errors here or there are okay, but more than a few will be a problem. And, what about the quality of your sources? Are there at least a few citations of authoritative sources, and at least a couple peer-reviewed scholarly sources? Are the sources well-chosen and well-used? I expect everything to be okay or fine. If you really go beyond adequate with your sources, that's going to impress me, but if your sources are poorly used, or thin, or not properly (APA style) cited, you will not be meeting my expectations.
- 3) Demonstration of knowledge of macro practice skills. There are two dimensions to this. First, did you come up with a good idea or ideas about one step or accomplishment that would help our society and profession move toward the goal of the grand challenge? Secondly, do you have a suggestion for what to do in order to accomplish this one step that makes some sense and relates to something we have learned about macro practice? Third, having identified what needs to be done, have you demonstrated good macro practice skills knowledge in describing specific things you or an organization should do to get something done? Have you identified specific people or groups that need to come together, and described how you would bring them together? Have you used anything from the Michael Jacoby Brown book to inform your suggestions for specific things that must be done to make something happen the way you are recommending it should happen? So long as you just touch on these things and mention them, that will meet my expectations, but if you go into greater depth, that will impress me. If you don't do all this, you will be falling short.
- 4) Is your thinking creative, interesting, and sound? Have you imagined a plausible and valuable thing that could be done? Is your writing about this engaging and stimulating? Is the paper coherent? If the paper is too disorganized, or if your idea is not likely to be useful or workable, or if you have failed to identify obvious things that should be done, you would be falling short here. If your paper is tedious or dull, that would also be falling short. Most students usually have good ideas, and write with some enthusiasm for their topic, so you're more likely to impress me with some very good ideas and brilliant thinking here. Be passionate about your idea, and that will help.
- 5) Did you turn in your work on time? Is it about the right length?

For more on how to write the paper, seek out the guide to writing the Grand Challenges Paper that includes examples. That guide has four-and-a-half pages of detailed suggestions and recommendations for how to write the paper.

Course Calendar

Week	Topic	Assignment
January 18th to January 25th Session 1	<p>Zoom Meeting on January 18</p> <p>Introduction to the course</p> <p>Watch Standing Rock Documentary: Who, What and Why of the DAPL Protests</p> <p>You may want to watch the “Knowing Better” take to the DAPL protests. https://www.youtube.com/watch?v=CBEI-QtoPXtg</p> <p>And https://www.youtube.com/watch?v=sb_ruHpZUjs</p> <p>Check out recent films about Standing Rock: https://www.youtube.com/results?search_query=standing+rock+pipeline+protest&sp=EglIBQ%253D%253D</p>	<p>Required Readings:</p> <p><i>Building Powerful Organizations</i>. Pages 1-43</p> <p>You must read four speeches (or, perhaps even better, listen to three of these for which I’ve found recordings online) made by Martin Luther King. These are:</p> <p>The Other America (given April 14, 1967). Text available at the Civil Rights Movement Veterans website.</p> <p>The Three Evils of Society (given January 31, 1967) You can find an interesting discussion of this speech written in 2015 at the Blog #42.</p> <p>Walk Together, Children (given March 18, 1968). The text of this speech (and the other three speeches) is available on this web page.</p> <p>I have been to the Mountaintop (given on April 3, 1968). Text available from American Rhetoric website.</p> <p>Assignment for this week:</p> <p>Do the vision exercise on page 29 of <i>Building Powerful Organizations</i>.</p> <p>Do the “finding the stories that guide you” exercise on pages 40-41.</p> <p>Do the “Looking into yourself is the first step of a good leader” exercise on pages 42-43.</p> <p>Optional assignment</p> <p>You might enjoy the radio documentary by American RadioWorks on Martin Luther King. (<i>King’s Last March</i>)</p>

Week	Topic	Assignment
January 25th to February 1st Session 2	Only on Canvas Discussion Boards Understanding Community Organizing and Advocacy Core Groups	Required Readings: <i>Building Powerful Organizations</i> . Pages 43-69 Look over the 12 Challenges and pick one as your focus for the Grand Challenges Paper Introduction to Peacebuilding micro-course at the USIP Academy Watch <i>The Powerbroker</i> (available through library.uis.edu if you are logged in with your student ID, search for it and click on the "available online" link).
February 1st to February 8th Session 3	Zoom Meeting or else come to the classroom in BRK-340 Structure and Leadership	Required Readings: <i>Building Powerful Organizations</i> . Pages 70-121 Review resources and information available at the Center for Community Change .
February 8 to February 15 Session 4	Recruiting and Persuading Zoom Meeting or else come to the classroom in BRK-340	Required Readings: <i>Building Powerful Organizations</i> . Pages 123-145
February 15 to February 22 Session 5	Negotiation and Persuasion Zoom Meeting or else come to the classroom in BRK-340	Required Readings: <i>Building Powerful Organizations</i> . Pages 146-186
February 22 to March 1 Session 6	Zoom Meeting or else come to the classroom in BRK-340 Developing Leaders Effective Meetings	Required Readings: <i>Building Powerful Organizations</i> . Pages 187-242
March 1 - 8 Session 7	Zoom Meeting or else come to the classroom in BRK-340 Mobilizing Resources	Required Readings: <i>Building Powerful Organizations</i> . Pages 243-301 Prepare to submit your learning notebook first draft for 4 points on March 20th.
March 8 - 22 (includes Spring Break) Session 8	Advocacy and Mobilizing Zoom Meeting or else come to the classroom in BRK-340	Submit first draft of learning journal on March 20th

Week	Topic	Assignment
March 22-29 Session 9	Political processes. Evaluating. Just on the Canvas Discussion Boards	Required Readings: <i>Building Powerful Organizations.</i> Pages 302-345
March 29 - April 5 Session 10	Zoom Meeting or else come to the classroom in BRK-340 Power. Direct Action.	Required Readings: <i>Building Powerful Organizations.</i> Pages 347-384
April 5 - 12 Session 11	Zoom Meeting or else come to the classroom in BRK-340 Building Cohesion. Developing Leader- ship Zoom Meeting or else come to the classroom in BRK-340	Required Readings: <i>Dreams from My Father.</i> Pages 133-206
April 12 - 19 Session 12	The issues we face to- day. Zoom Meeting or else come to the classroom in BRK-340	Required Readings: <i>Dreams from My Father.</i> Pages 206-295
April 19 - 26 Session 13	Examples of macro practice. Ethics Zoom Meeting or else come to the classroom in BRK-340	Prepare a presentation on your paper on the Grand Challenges (Kaltura and Powerpoint, or iMovie and Keynote, or whatever you prefer). Prepare your learning journal for final submission April 26th
April 26 to May 3 Session 14	Grand Challenges in Social Work Zoom Meeting (possi- bly also classroom op- tion, but maybe only Zoom meeting)	Upload your learning journal. Upload your presentation of your Grand Challenges Paper

Assignments and potential scores

Assignment	expected grade	highest grade possible
participation session 1	3	4
participation session 2	3	4
participation session 3	3	4
participation session 4	3	4
participation session 5	3	4
participation session 6	3	4
participation session 7	3	4
participation session 8	3	4
participation session 9	3	4
participation session 10	3	4
participation session 11	3	4
participation session 12	3	4
participation session 13	3	4
participation session 14 & 15	3	4
Description of common experience or participation in "field trip"	6	6
Submitted draft of learning journal before the start of the 10th session (by the end of March)?	6	6
Participation in describing documentaries and taking quizzes (must take all quizzes and score better than 25% on all quiz items over the semester).	4	4
Learning Journal Components:		
Description, analysis, and evaluation of the first experiential learning assignment	9	12
Description, analysis, and evaluation of the second experiential learning assignment	9	12
Description, analysis, and evaluation of the third experiential learning assignment	9	12
Description, analysis, and evaluation of the fourth experiential learning assignment	7.5	10
Description, analysis, and evaluation of the fifth experiential learning assignment	6	8
Notes, journal articles, remarks, and other contents of learning journal:	8	10
Class presentation of Grand Challenges Paper	4	5
Grand Challenges Paper, writing quality	3	4
Grand Challenge Paper, citations and sources	3	4
Grand Challenges Paper, demonstration of knowledge of macro practice	3	4
Grand Challenges Paper, quality of thinking and argument, creativity, engaging the audience	3	4
Grand Challenges Paper, adequate length, turned in on time, good topic	4	4
Evidence for completion of five courses with the United States Institute of Peace	20	20
Submitted a thoughtful self-evaluation of the course	15	15
Points I can award to pull students above a threshold or withhold to punish them for being annoying	2	4
	160.5	200