I. Course Description
Introduction to the profession of social work including its fields of practice; values and ethics; its history and the social welfare policies that undergird it; its interactions with contexts which shape practice; and its promotion of social and economic justice to advance human rights, alleviate critical social problems, and promote wellbeing. Discuss engaging diversity and differences in social work practice.

II. Course Objectives
We will approach the course using instructional scaffolding to support the co-creation of your learning through deep learning and discovery. You will achieve the course objectives (1-7 from bottom), in blue, through a case study of a field of practice (e.g., health) of interest to you. You will draw on social work practice standards and conceptual frameworks, informed by your nascent professional goals and the wisdom of your life and background.
By the end of the semester, you will be able to:

1. Delineate contexts and settings of generalist social work practice, including fields and areas of practice and leadership, as well as roles and functions that social workers perform.
2. Explain the importance of understanding the lived experiences of clients and communities, including the impact of racialization and other marginalization: their ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, in order to provide responsive social work services.
3. Interpret the philosophical base of social work in relation to political and moral philosophy, ethics, logic, empirical knowledge, art, and theory.
4. Apply the major principles of the NASW Code of Ethics to practice and develop an awareness of how your assumptions, identities, values, and beliefs affect your work with clients.
5. Using a social justice lens,
   a. identify strengths of individuals, families, groups, organizations, and communities
   b. identify and change the policies, behaviors, and beliefs that perpetuate racist ideas and actions
   c. understand and apply theories of human behavior, person-in-environment, and systems
6. Understand the historical social, economic, and political contexts and ideologies that have influenced the development of social work and social service systems.
7. Trace the trajectory of U.S. social welfare history, policies, and services that guide social work practice and the social welfare system in contemporary times.

III. Teaching Methods: Learning Communities by Fields of Practice

We will approach the course objectives by applying content from social work to case studies in various fields of practice. The source of our case studies will be full-length narrative non-fiction books (one per student) from a list that I curate. The main purpose of the case studies is to learn about the lived experiences and social-political-economic-historical-cultural contexts of communities to better understand how social work can best serve them. We will hear real stories that people share with us—their wisdom, cultural worldviews, hardships and hopes—through memoirs, ethnographic studies, and journalistic accounts. Some books will be mirrors in which we can see ourselves or our families, others will be windows through which we will see the lives of others.

We will organize by five fields of practice learning communities (groups/sections). Within and across the learning communities, the case studies will add unique perspectives and will enrich and inform your learning of social work, social service delivery, and social welfare policy. Working within the learning communities, regardless of field of practice, everyone will learn the same concepts, and the knowledge you gain will be transferable to the other fields of practice. In all the sections, service providers are part of some of the stories. Studying social work through specific cases deepens our understanding, and learning from each other multiplies our exposure.
Case Studies by Fields of Practice

Field of Practice: The Lived Experiences of People Affected by Illness and Disability

Narrative Medicine: Honoring the Stories of Illness
The Undying: Pain, Vulnerability, Mortality, Medicine, Art, Time, Dreams, Data, Exhaustion, Cancer, and Care
The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures
Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States
Inflamed: Deep Medicine and the Anatomy of Injustice
Raising a Rare Girl (a memoir)

Field of Practice: The Lived Experiences of People Immigrating to the United States

Fragile Families: Foster Care, Immigration, and Citizenship
Becoming Transnational Youth Workers: Independent Mexican Teenage Migrants and Pathways of Survival and Social Mobility
My (Underground) American Dream: My True Story as an Undocumented Immigrant Who Became a Wall Street Executive
The Death and Life of Aida Hernandez: A Border Story
Facilitating Injustice: The Complicity of Social Workers in the Forced Removal and Incarceration of Japanese Americans, 1941-1946

Field of Practice: The Lived Experiences of People Affected by Forced Displacement (Refugees)

After the Last Border: Two Families and the Story of Refuge in America
The Ungrateful Refugee: What Immigrants Never Tell You
The Best We Could Do (a graphic novel memoir)
Refugee (a memoir)
The Boat People (a novel inspired by a real incident)
Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers
Field of Practice: The Lived Experiences of People Affected by Incarceration

- *Halfway Home: Race, Punishment and the Afterlife of Mass Incarceration*
- *Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women*
- *Incarceration Nations: A Journey to Justice in Prisons Around the World*
- *Lockdown on Rikers: Shocking Stories of Abuse and Injustice at New York's Notorious Jail*
- *The Other Wes Moore: One Name, Two Fates (a memoir)*
- *Everyday Desistance: The Transition to Adulthood Among Formerly Incarcerated Youth*

Field of Practice: The Lived Experiences of People Living in Poverty

- *$2.00 a Day: Living on Almost Nothing in America*
- *Evicted: Poverty and Profit in the American City*
- *No House to Call My Home: Love, Family, and Other Transgressions*
- *The Making of a Teenage Service Class: Poverty and Mobility in an American City*
- *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*
- *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*

IV. Course Requirements

Below are the assignments for the course. Because we engage in a co-creation learning model and form learning communities, your presence and personal immersion matters.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Cycle of Socialization Outline</td>
<td>10%</td>
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<tr>
<td>LBJ Museum Essay</td>
<td>20%</td>
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<tr>
<td>Contribution to Learning Community Case Study</td>
<td>15%</td>
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<tr>
<td>Learning Community Project Proposal, Project, Digital Portfolio, Presentation</td>
<td>30%</td>
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<tr>
<td>Individual Reflections on Case Study (Keep notes throughout the semester.)</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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V. Course Semester Schedule (Class meets weekly for 3 hours)

<table>
<thead>
<tr>
<th>Class</th>
<th>What we’re doing today</th>
<th>Readings/learning materials for today</th>
<th>What’s due today</th>
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<tbody>
<tr>
<td>Class 1</td>
<td><strong>Welcome and course launch</strong>&lt;br&gt;A systems ecological lens: Part 1. Analyzing and addressing well-being at the <strong>individual-family-community-social</strong> levels (Part 1)</td>
<td><strong>In class:</strong>&lt;br&gt;VIDEO CLIP (9:03): <a href="#"><em>An Introduction to Systems Theory in Social Work</em></a> (M. Allenby, Lecturer in Soc Wk, Univ of Northampton, UK)&lt;br&gt;<em>The Sociological Imagination</em>&lt;br&gt;Critical thinking Prompts bookmark</td>
<td><strong>Take quiz and view after class:</strong>&lt;br&gt;Health Quiz (ungraded)&lt;br&gt;FILM: [<em>Unnatural Causes: Part 1, In Sickness &amp; In Wealth</em>] (56:00)</td>
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<tr>
<td>Class 2</td>
<td><strong>A systems ecological lens: Part 2. What personal stories tell us about the way society works</strong>&lt;br&gt;Introduce course objectives: Skeletal outline&lt;br&gt;<em>Start your book today!</em>&lt;br&gt;Case studies begin on Class5 &amp; Learning communities – First impressions of the books</td>
<td><strong>The Sociological Imagination</strong>&lt;br&gt;<em>Antiblack Racism and the AIDS Epidemic</em>&lt;br&gt;“The Cycle of Socialization”&lt;br&gt;<em>Hip Deep: Opinion, Essays, and Vision from American Teenagers</em> (Select one essay)&lt;br&gt;<em>Cycle of Socialization Outline</em></td>
<td><strong>In class:</strong>&lt;br&gt;Read Syllabus (pp. 1-8, 13) &amp; Learning Plan (<a href="#">Syllabus Canvas Page</a>). Note 3 things you find important! interesting * unclear?</td>
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<tr>
<td>Class</td>
<td>Case Study</td>
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<tr>
<td>Class 3 and Class 4</td>
<td>Read your case study book&lt;br&gt;Class 3: Reading, pastries, and coffee!</td>
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**How to approach your books for active reading**

Books are on loan from the class library, please don’t mark or dog ear pages.

- “Ask questions” of your book and other course readings based on the course objectives, as you prepare to conduct your semester case studies.
- **Annotate while your read**: keep notes in a notebook, insert post-it flags next to key passages—so you can easily find them for your case study.
- **Take notes that reflect critical thinking** on your thoughts, reflections, questions, emotional reactions, things that you relate to, things that surprise/interest you, words of wisdom (use the critical thinking prompts). Reading is a transaction between you and the text.
- **Learn more about the book**—read book reviews, read about the author, watch interviews with the author or other sources by/about the author.

**Fields of Practice Learning Communities Case Studies**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:30-10:45</td>
<td>Individual learning activity</td>
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<tr>
<td>11:00-12:15</td>
<td>Group learning activity</td>
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To conduct your case study, come prepared to discuss your book vis-à-vis the assigned social work article(s) and to identify supplemental background knowledge materials specific to your learning community’s field of practice in class.

<table>
<thead>
<tr>
<th>Class 5</th>
<th>Case study #1: &lt;br&gt;Person-in-environment: the consequences of multiple oppressions for individual well-being (Part 3, continued from Class 1 and Class 2)</th>
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<td>“Understanding the link between multiple oppressions and depression among African American women: The role of internalization”</td>
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**Case study book and annotations must be completed by class time today**

In class: Case study
### Course Objective → Social justice: culture and strengths

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<tr>
<th>Class 6</th>
<th>Case study #2: Culture and strengths/resilience in your case study: Culture, Strengths perspective,</th>
<th>“The Case for #BlackGirlMagic: Application of a strength-based, intersectional practice framework for working with Black women with depression”</th>
<th>In class: Case study</th>
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<tr>
<td></td>
<td>Why Stories Matter to Our Lives and Culture</td>
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### Course Objective → Code of Ethics

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<th>Class 7</th>
<th>Case study #3 Social work ethical dilemmas emerging from your case study and reflections on personal assumptions, identities values, and beliefs</th>
<th>“Renewing the Ethics of Care for Social Work under the Trump Admin” (NASW) NASW Code of Ethics IFSW Global Definition of So Wk: Core mandates, principles, knowledge, practice</th>
<th>In class: Case study</th>
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### Spring Break

### Course Objectives → Historical/social/economic/political contexts & ideologies of social services and social work; History of social welfare policy

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<td>POLICY CASE STUDY: Contexts &amp; ideologies of social welfare policy and social services: Civil Rights and the Great Society legislation</td>
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<td></td>
<td>POLICY CASE STUDY: Contexts &amp; ideologies of social welfare policy and social services: Civil Rights and the Great Society legislation</td>
<td>“Seeing is Believing: The Enduring Legacy of Lyndon Johnson”</td>
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</table>

### What is social welfare policy?

Social welfare policy is the plan that we as members of a society formulate to respond to the needs and promote the well-being and full potential of individuals, families, and communities.
| Class 9 | **Case study #4**  
Social welfare policies in your case study: ideological foundations, effectiveness, flaws | Social Work and Social Policy Practice: Imperatives for Political Engagement  
*A Brief History of Social Work* | LBJ Museum Essay  
In class: Case study |
| --- | --- | --- | --- |

**Course Objectives ➔ Health and social services, social work areas and fields of practice; philosophical base of social work**

| Class 10 | **Case study #5**  
Health and social services in your case study: fields (population/problem) and areas (intervention modalities) of practice; philosophical base | “Methods of Social Work Practice”  
Conversations on Social Work Careers video series: Lauren Gutierrez, LCSW, school social worker (Video 28:00)  
Fields of Practice & Intervention Modalities | In class: Case study |
| --- | --- | --- | --- |

**Course Objectives ➔ Historical/social/economic/political contexts & ideologies of social services and social work**

| Class 11 and Class 12 | **Global and intercultural competence**: International worldviews in literature and perspectives on social problems and solutions  
*In class:*  
*We Live in an Interconnected World* (Video 4:03)  
Day1 Discuss Learning Intercultural Skills readings.  
Agree on stories from the *Preparing Students* homepage for group work on Day2  
Day2 Exploration of story in learning communities | 4/11 READ & BRING NOTES  
- *Select one reading from this list and coordinate with group members so that each reads a different piece:*  
  Learning Intercultural Skills: International Social Work Approaches (Reading List)  
- Review webpage: *Preparing Students to Practice in an Interconnected World* | In class learning activity |
| --- | --- | --- | --- |

**Course Objectives ➔ Composite**

| Class 13 and Class 14 | Learning communities project presentations & Intergroup discussions  
Wrap-Up and Course evaluations | Individual Reflection  
Project Presentations |
| --- | --- | --- |
VI. Readings and Other Learning Materials Listed by Title

Conceptual Readings in Social Work and Social Welfare


*Fields of Practice*. Stony Brook University School of Social Welfare. (n.d.).

*From charitable volunteers to architects of Social Welfare: A brief history of social work*, by Nili Tannenbaum and Michael Reisch, University of Michigan School of Social Work (n.d.).


“Renewing the ethics of care for social work under the Trump administration,” by David S. Byers and Janet R. Shapiro. *Social work* (2019, 64, 175-180).


Case Study Books by Fields of Practice

**Illness and Disability**


*Narrative Medicine: Honoring the Stories of Illness*, by Rita Charon (Oxford University Press, 2008).

*Raising a Rare Girl*, a memoir by Heather Lanier (Penguin Press, 2020).

*The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, by Anne Fadiman (Farrar, Straus and Giroux, 1997).

*The Undying: Pain, Vulnerability, Mortality, Medicine, Art, Time, Dreams, Data, Exhaustion, Cancer, and Care*, Anne Boyer (Farrar, Straus and Giroux, 2019).

**Immigration**

*Becoming Transnational Youth Workers: Independent Mexican Teenage Migrants and Pathways of Survival and Social Mobility*, by Isabel Martinez (Rutgers University Press, 2019).


**Forced Displacement: Refugees**

*After the Last Border: Two Families and the Story of Refuge in America*, by Jessica Goudeau (Viking, 2020).

*The Best We Could Do*, an illustrated memoir (graphic novel) by Thi Bui (Abrams ComicArts, 2017).
The Boat People, a novel inspired by a real incident by Sharon Bala (New York: Doubleday, 2018).


Refugee, a memoir by Emmanuel Mbolela, translated from the French by Charlotte Collins from the German translation by Alexander Behr (Farrar, Straus and Giroux, 2021).


Incarceration


The Other Wes Moore: One Name, Two Fates, by Wes Moore (Spiegel & Grau, 2010).

Poverty

Evicted: Poverty and Profit in the American City, by Matthew Desmond (Penguin: 2021).

Ghosts in the Schoolyard: Racism and School Closings on Chicago’s South Side, by Eve L. Ewing (University of Chicago Press, 2018).

The Making of a Teenage Service Class: Poverty and Mobility in an American City, by Ranita Ray (University of California Press, 2017)


What the Eyes Don’t See: A Story of Crisis, Resistance, and Hope in an American City, by Monna Hanna Attisha (One World, 2018).
Readings on Learning Intercultural Skills: International Social Work Approaches

Ukraine

Indonesia

South Africa

Thailand

Asian cultural contexts

Germany
‘Gemeinschaft’ skills versus ‘Gesellschaft’ skills in social work education and practice.

Denmark

Sweden

United States