

SOC/SW 377
Human Behavior and the Social Environment II:
Dimensions of the Environment
Spring 2024
Asynchronous / Online

Instructor: Margaret Kubek (she, her), MSW, MS

Office Location: Sciences Building, B341

Student Time: Tuesdays from 4:00-5:00pm and Fridays from 8:30-9:30am; by appointment

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Course Description

This course provides a framework for investigating knowledge of human behavior and the environment with a focus on macro-level factors; these factors include the physical environment, stress and adaptation, belief systems, social exchange and cooperation, structures and movements, and systems of power and privilege. Students will learn how to integrate multidisciplinary theoretical frameworks to examine the interplay between human behavior and environmental factors. Related to these factors, students will investigate human rights across social, racial, economic, and environmental structures, and develop skills to advance human rights

projects. Students apply knowledge of the multidimensional person-in-environment framework for social work engagement, assessment, intervention, and evaluation at the community level related to local issues and human rights.

Course Materials

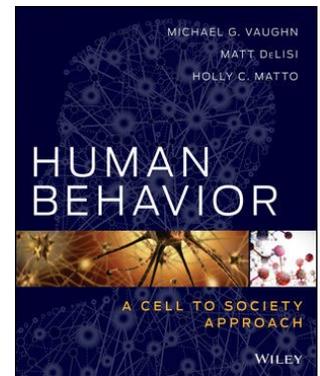
The following text is required for this class:

Vaughn, M.G., DeLisi, M., and Matto, H.C. (2014) Human behavior: A cell to society approach. Wiley: Hoboken, NJ.

Link to the library's ebook:

<https://ebookcentral.proquest.com/lib/uwsp/detail.action?docID=7103633>

You may need to sign into your library account to access this text.



Additional readings and multi-media are posted to Canvas.

Course Objectives

The following course objectives connect with one or more of the nine core competencies on which the social work curriculum is based. Students who successfully complete this course will be able to:

1. Analyze environmental factors which affect human behavior including the physical environment, stress and adaptation, belief systems, social exchange and cooperation, structures and movements, and systems of power and privilege
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
Competency 4: Engage in Research-Informed Practice and Practice-Informed Research
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically evaluate the distribution of power and privilege in society.
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
Competency 4: Engage in Research-Informed Practice and Practice-Informed Research

3. Examine human rights movements as a tool to advance and advocate for social, racial, economic, and environmental justice at the individual, family, group, organizational, and community level.
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
4. Understand processes to advocate for human rights at the group, organizational, and community system levels.
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
5. Demonstrate knowledge and skills in carrying out the phases of generalist social work practice including engagement, assessment, intervention, and evaluation at the community level.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social Work Core Competencies

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (2022 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” above.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Research-Informed Practice and Practice-Informed Research
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Course Requirements

- | | |
|---|------------|
| 1. Human Rights Documentary Reflection Essays (2) | 50 points |
| 2. Human Rights Project | 150 points |
| a. Project (120) | |
| b. Small group presentation (30) | |
| 3. Community Analysis Project | 100 points |
| a. Participant observation (25) | |
| b. Community interview (25) | |
| c. Participation in project (50) | |

Grading Scale		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

300 POINTS

The following assignments connect with one or more of the nine core competencies and one or more of the 4 dimensions within each competency.

Assignment	% of Final Grade	Competency	Dimensions (Knowledge, Values, Skills, Cognitive-Affective)
Human Rights Documentary Reflection Essays	16.66%	1 and 2	Knowledge Skills Values Cog/Affect
Human Rights Project	50%	1 and 2	Knowledge Values Skills Cog/Affect
Community Analysis Project	33.33%	6, 7, 8, and 9	Knowledge Skills
TOTAL	100%		

As part of the evaluation plan for the social work curriculum, this course has been designated to measure the following competencies through an embedded assessment assignment. See Assignments Section for information on all course assignments.

Competency	Dimensions	Course Objective	Assignment
#2	Knowledge, Values, Skills, Cognitive/Affective Processes	#1, 2, 3, and 4	Human Rights Project

Course Format

This course is offered online and asynchronously. This means that we will not have meetings in person or on Zoom. Students are responsible for consistently and intentionally engaging with all materials assigned for this course.

The course format is laid out in Canvas and includes mini-lectures, reading and reflection, weekly activities, and the use of multi-media to breathe life into topics and concepts. This format is designed to increase knowledge building as well as skill building. The components of the format are intended to help you absorb the knowledge, values, and skills essential for effective social work practice and practice in other helping professions.

PROFESSIONAL BEHAVIOR AND ASYNCHRONOUS CLASSROOM EXPECTATIONS

Social Work Program Academic and Professional Expectations

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as a developing a plan for improvement or delaying participation in social work field.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> • Use basic courtesy in interactions with others • Refrain from behaviors that interfere with the learning process • Speak and behave in ways that show respect for persons with individual differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> • Develop and maintain positive working relationships with others • Demonstrate respect for others • Engage in effective communication • Accept responsibility for own behavior • Use appropriate problem-solving and conflict resolution skills
INTEGRITY	<ul style="list-style-type: none"> • Complete their own work • Maintain academic and professional honesty in all interactions
COMPETENCE	<ul style="list-style-type: none"> • Attend classes and meetings on time and/or engage with online course activities • Remain attentive in class and meetings • Participate in academic and professional learning activities • Read all assigned materials • Produce quality work • Submit work on time • Prepare for meetings, presentations, and exams • Respectfully give and receive feedback
SERVICE	<ul style="list-style-type: none"> • Engage in learning opportunities to strengthen professional development • Actively participate in service opportunities on campus and in the community
SOCIAL JUSTICE	<ul style="list-style-type: none"> • Recognize that discrimination and oppression exist • Acknowledge their own bias and privilege • Advocate for social, economic, and environmental change • Listen to and honor the voices of others

COMMITMENT TO STUDENT WELLNESS

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success.

You may be experiencing a range of issues that can create barriers to learning, such as tense relationships, anxiety, alcohol/drug issues, feeling down, difficulty concentrating, or lack of motivation. These mental health concerns or stressful events may lead to weakened academic performance or a decreased ability to participate in daily life. UWSP is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, please be aware that services are available.

You can learn more about the broad range of confidential mental health services available on campus here: https://www3.uwsp.edu/counseling/Pages/default.aspx?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5C5xE0P51z-IDP9ezUMZjVU8P-tEvUdbYTLDjrMJB4Ho2O1L3Wt6MaAptmEALw_wcB

For physical health concerns, please see information here: <https://www3.uwsp.edu/stuhealth/Pages/default.aspx>

As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Best Practices for Course Learning

Learning how to learn effectively is a skill all by itself! To get the most out of this course, I recommend the following:

- Set up a schedule for your engagement with materials in Canvas, readings, and assignments; be consistent with this schedule.
- Take notes on what you read, either directly in the book or somewhere else, and jot down all of the questions you have.
- Test yourself on what you have read by trying to summarize key points without looking back at the text.
- Ask questions! During our online time, in office hours, and asynchronously over email or Canvas. I welcome all questions and will address them individually with you, or collectively in Canvas.

Review these [Online Learning Resources](#) from UWSP's Tutoring and Learning Center (TLC).

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My Zoom office hours for this semester are Tuesdays from 4:00-5:00pm and Fridays from 8:30-9:30am. I can meet at other times, as well.

Attendance and Class Participation

You are expected to engage in online learning activities fully prepared, engaged, and participatory. Readings, watching assigned documentaries, engaging with the recorded lectures, and assignments are to be completed on time. If applicable, you will participate in online discussions in a civil, inclusive, and professional manner. The practice of professionalism in the online classroom provides a foundation for future practice.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for an alternate due date; you must do this **BEFORE THE DUE DATE**. Please be aware that I do not check email consistently on the weekends; as such, if you want to request an extension you will want to send that request prior to Friday at 4pm. Requesting an extension does not automatically mean that you will receive one. **No assignments will be accepted if they are turned in more than two weeks past the due date.**

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Workload Expectation

An online course requires a high level of organization and engagement; moreover, it may feel like there is more to do because we are not meeting in person on a weekly basis. Asynchronous courses, where the materials are available on demand in Canvas, require that you actively seek out and engage with materials as compared with the classroom setting where there is lecture and time for discussion set up for you. As such, compared to a traditional classroom, an online class requires greater self-motivation and discipline. More than likely, you will have daily contact with this course which might occur through reading, watching a documentary, writing, and preparing and completing major assignments.

Expect to spend 7+ hours per week on this course:
3 hours = time you would normally be in class

4+ hours = reading, weekly activities, and major assignments

Professional Communication

Our communication in this class will occur virtually through Canvas, email, Zoom, or cell. Please use professional writing when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:00 PM, Monday through Friday, can expect a response by the close of the following business day; *if you do not receive a response from me after 48 hours, please resend the email*. Please keep in mind that I rarely check emails after 4:00 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider posting it to the pinned discussion in Canvas so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in the social work profession, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want to strive for a robust dialogue in our practice, which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective social work practice often involves some risk taking. I strive to make this course a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's Safe Zone training in Spring, 2020.

Confidentiality

The asynchronous classroom is a safe place for learning, inquiring, and expression; as such, there is a professional standard of confidentiality maintained in the online classroom. An awareness of maintaining confidentiality is of utmost importance in the social work profession.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Connect with the [Tech Essentials Program](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Plagiarism

It is a requirement that all work not original will be properly referenced. Students MUST CITE ANY AND ALL work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



This course will offer resources and learning experiences to enhance our understanding of the First Nation peoples' experiences in this country. Simply reciting this acknowledgement statement is not enough. To truly live the statement, I encourage you to explore this topic more deeply to examine your biases and increase your knowledge of the Native American community.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

<https://www.uwsp.edu/titleix/Pages/default.aspx>

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability Resource Center \(DRC\)](#) to complete an Accommodations Request form.

Email: drc@uwsp.edu; Phone: 715-346-3365
108 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

Recording and Sharing Recorded Class Content / Intellectual Property Policy

Lecture materials and recordings for UWSP classes are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

READING, ASSIGNMENTS, AND CLASS TOPICS

Readings and multi-media are posted to Canvas. Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

READING TIPS

To help you prepare for reading the text and watching the documentaries, it is useful to consider each of these questions as you complete assigned readings:

- What are the main points of the reading/documentary?
- What points, if any, do you like, agree with, or find helpful in terms of understanding issues related to community, macro-level, and societal issues? Why?
- What points, if any, do you dislike, disagree with, or find unhelpful? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives on the issue might be out there?

I recommend taking handwritten notes while you are doing the readings. This article in Scientific American (06-03-14) suggests that handwritten notes help with learning and deepen understanding of a topic: [A Learning Secret: Don't Take Notes with a Laptop](#)

COURSE SCHEDULE

<u>Week</u>	<u>Topics</u>	<u>Textbook Chapter(s)</u>	<u>Activities & Assignments</u>	<u>Due Date</u>
1 01/21 to 01/28	Syllabus and course overview Subtopic: What are human rights? (<i>Content Focus: Competency 1 and 2</i>)	Syllabus & Read/Listen to the UN's Universal Declaration of Human Rights	Due: Information Sheet	01/28
2 01/29 to 02/04	Introducing the Cell to Society Framework; Introduction to Human Rights Movements Subtopic: Human rights related to gender. Watch: 100 Years of Women's Voting Rights (<i>Content Focus: Competency 2 and 4</i>)	1 AND see Canvas for an introductory reading about human rights/social movements	Due: Doc Reflection Essay Choose the human rights movement you want to investigate.	02/04
3 02/05 to 02/11	Stress and Adaptation Subtopic: What is the connection between poverty, race, oppression, stress, and adaptation? (<i>Content Focus: Competency 2 and 4</i>)	3	Conduct research for your Human Rights Project.	

<p>4 02/12 to 02/18</p>	<p>Physical Environment; Introduction to Community Assessment Subtopic: How does the physical environment contribute to human rights issues, poverty, racism, and oppression? Human rights related to environmental factors. Watch: Awake the Film (1 hour, 29 min) (Content Focus: Competency 2 and 4)</p>	<p>12 AND see Canvas for community analysis reading</p>	<p>Due: Doc Reflection Essay if you've chosen this as your 2nd essay.</p> <p>Choose the community for your Community Assessment Project. Determine schedule to conduct your participant observation; brainstorm ideas of potential interviewees.</p> <p>Conduct research for your Human Rights Project.</p>	<p>02/18</p>
<p>5 02/19 to 02/25</p>	<p>Community Analysis: Qualitative Data Subtopic: Participant Observation & Conducting Interviews (Content Focus: Competency 6 and 7)</p>	<p>see Canvas for community analysis reading</p>	<p>Conduct research for your Human Rights Project.</p>	
<p>6 02/26 to 03/03</p>	<p>Use this time to conduct your participant observation, set up your community interview, write up your qualitative data assignments, etc.</p>	<p>None</p>	<p>Conduct research for your Human Rights Project.</p> <p>Conduct your participant observation soon!</p> <p>Conduct your community interview soon!</p>	
<p>7 03/04 to 03/10</p>	<p>Institutions Subtopic: How do institutions contribute to human rights issues, poverty, racism, and oppression? Human rights related to economic factors. Watch: The Democratic Promise: Saul Alinsky and his Legacy (56 min) (Content Focus: Competency 2, 4, 6, 7, 8, and 9)</p>	<p>13</p>	<p>Due: Doc Reflection Essay if you've chosen this as your 2nd essay.</p> <p>Due: Participant Observation Notes and Write-up</p> <p>Conduct research for your Human Rights Project.</p>	<p>03/10 03/10</p>
<p>8 03/11 to 03/16</p>	<p>Community Analysis: Quantitative Data (Content Focus: Competency 6 and 7)</p>	<p>see Canvas for community analysis reading</p>	<p>Community analysis: Gather quant data; interpret and organize data Due: materials from your quantitative data research</p> <p>Conduct your community interview soon!</p>	<p>03/16</p>
<p>03/16 to 03/24</p>	<p>SPRING BREAK!</p>			

<p>9 03/25 to 03/31</p>	<p>Social Exchange and Cooperation Subtopic: How does social exchange and cooperation contribute to human rights issues, exclusion/inclusion, and resilience? Human rights related to racial factors.</p> <p>Watch: La Raz Artbound (57 min) Human rights related to racial discrimination. <i>(Content Focus: Competency 2 and 4)</i></p>	<p>9</p>	<p>Due: Doc Reflection Essay if you've chosen this as your 2nd essay.</p> <p>Due: Interview Write up</p> <p>Conduct research for your Human Rights Project.</p>	<p>03/31</p> <p>03/31</p>
<p>10 04/01 to 04/07</p>	<p>Community Analysis: Mapping Tools and Geographic Information Systems (GIS) <i>(Content Focus: Competency 6 and 7)</i></p>	<p>see Canvas for community analysis reading</p>	<p>Community analysis: Gather mapping data; interpret and organize data Due: materials from your mapping data research</p> <p>Conduct research for your Human Rights Project.</p>	<p>04/07</p>
<p>11 04/08 to 04/14</p>	<p>Social Networks and Psychosocial Relations Subtopic: How does social networks and psychosocial relations contribute to human rights issues, exclusion/inclusion, and resilience? Human rights related to racial factors. Watch: Stonewall Uprising (1 hour, 21 min) <i>(Content Focus: Competency 2 and 4)</i></p>	<p>10</p>	<p>Due: Doc Reflection Essay if you've chosen this as your 2nd essay.</p> <p>Develop and prepare your Human Rights Project.</p>	<p>04/14</p>
<p>12 04/15 to 04/21</p>	<p>Community Analysis: Interventions; Introduction to Community Analysis: Evaluation and Sustainability <i>(Content Focus: Competency 8 and 9)</i></p>	<p>see Canvas for community analysis reading</p>	<p>Community analysis: Based on collected data thus far, brainstorm community-level intervention; think about funding for program and sustainability. Due: Human Rights Movement Project</p>	<p>04/21</p>
<p>13 04/22 to 04/28</p>	<p>Community Analysis Project Workshop</p>		<p>(Optional) Attend a virtual community analysis workshop (date and time TBD) or make a 1:1 appointment with me.</p>	
<p>14 04/29 to 05/05</p>	<p>Belief System and Ideology Subtopic: How do belief systems and ideology contribute to human rights issues, poverty, racism, and oppression? <i>(Content Focus: Competency 2 and 4)</i></p>	<p>14</p>	<p>Due: Community Analysis Project</p>	<p>05/05</p>
<p>15</p>	<p>Human Rights Movement Presentations in Canvas</p>		<p>Due: Post your presentation Comment on peers' post</p>	<p>05/06 05/10</p>

05/06 to 05/12				
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HAPPY SUMMER!

COURSE ASSIGNMENTS

Human Rights Documentary Reflection Essays 2 @ 25 points = 50 points

CSWE Content Focus: Competency 1 and 2

The purpose of this assignment is to connect content from the readings and documentaries to social work practice that engages in the advancement of human rights to promote social, racial, economic, environmental and gender-based justice. For each activity you will be expected to read the assigned chapter, watch the documentary, and practice skills related to advocating and advancing human rights.

You will write a reflection essay for 100 Years of Women’s Voting Rights. You will choose from the following list of documentaries for your second essay. Next to each doc, note which specific issue the doc is addressing:

- Stonewall Uprising – Social justice
- La Raz | Artbound – Racial justice
- Saul Alinsky & The Democratic Promise – Economic justice
- Awake – Environmental justice
- 100 Years of Women’s Voting Rights – Gender-based justice

You will be guided to explore the following:

- Knowledge: you will learn about human rights across social, racial, economic, environmental, and gender-based issues.
- Values: your personal values related to the content.
- Skills: you will identify historical and current social policies that may have contributed to the issue and which may continue to contribute to the issue; you will propose policy change related to the issue.
- Cognitive/Affective Processes: your feelings about the content and how they may affect your cognition, critical thinking, and formation of opinions about the issue. Furthermore, how these cognitive/affective processes might influence your practice as a social worker.

Human Rights Project 150 points

CSWE Content Focus: Competency 1 and 2

This project will give you the opportunity to examine a contemporary human rights movement of interest to you. You will connect your movement to established human rights laws and policies; and make recommendations to advocate for and advance the rights of the community at the individual, family, group, organizational, and community levels. You will investigate power and privilege factors which contribute to the human rights violation and propose structural changes to eliminate barriers to equitable access to rights, resources, safety, and overall well-being.

You will be guided to explore the following:

- Knowledge: you will learn about a specific human rights issue (choose an issue from one of these issues: social, racial, economic, environmental).
- Values: your personal values related to the content.
- Skills: you will identify historical and current social policies that may have contributed to the issue and which may continue to contribute to the issue; you will propose policy change related to the human rights violations.

- Cognitive/Affective Processes: your feelings about the content and how they may affect your cognition, critical thinking, and formation of opinions about the issue. Furthermore, how these cognitive/affective processes might influence your practice as a social worker.

You will post a summary of your project to Canvas and reply to peers in your small group. (30 points)

Community Analysis Project 100 points

CSWE Content Focus: Competency 1, 2, 6, 7, 8, and 9

- Participant observation (25 points)
- Community interview (25 points)
- Participation in project (50)

The purpose of this assignment will expose you to community engagement, assessment, intervention, and evaluation social work methods. This project will prepare you to conduct various types of analysis at the community level. You will learn how to:

- Use online data sources to gather quantitative information about your community
- Conduct participant observation of a community to gather qualitative data
- Conduct an interview of a community member
- Use mapping tools and Geographic Information Systems (GIS)
- Develop an intervention based on your engagement and assessment
- Propose evaluation methods to ensure the effectiveness of your proposed intervention

You will be guided to explore the following:

- Knowledge: you will learn about the community assessment process using social work methods.
- Values: once you conduct your interview for the community analysis project, you will explore your personal values related to findings from the interview.
- Skills: you will learn how to gather quantitative, qualitative, and mapping data; how to conduct participant observation; how to conduct a community interview; develop an intervention for your community; and propose an evaluation method.
- Cognitive/Affective Processes: once you have conducted your participant observation you will explore your feelings about your findings and how they may affect your cognition, critical thinking, and formation of opinions about the issue. Furthermore, how these cognitive/affective processes might influence your practice as a social worker.

Guidelines for All Writing Assignments

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html
- ◆ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I am happy to provide support around APA style and writing format.