

SYLLABUS

Introduction to Social Work and Social Welfare [BSW]

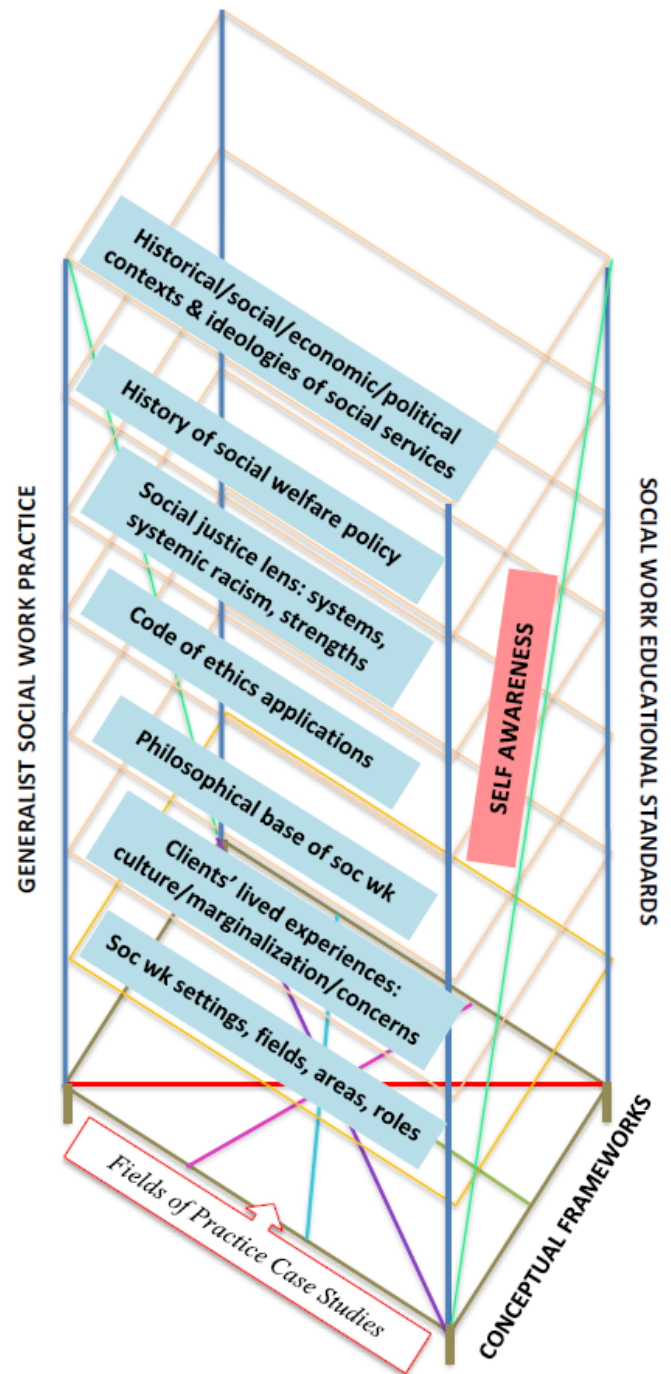
The materials for this Educator/Resource were developed by Dr. Yolanda Padilla, director of the Center for Diversity for Social & Economic Justice, and professor of social work at the University of Texas at Austin. She is currently applying a co-creation model in her undergraduate introductory course in social work and social welfare. In implementing this approach, she draws from her participation in trainings by [Excelencia in Education](#), whose mission is to promote student-centered approaches and to achieve equity with a Latino lens, and a year-long certificate program on [Effective Teaching Practices](#) by the Association of College and University Educators.

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.



Instructional Scaffolding for Learning Objectives

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.

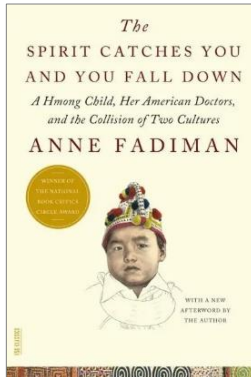
III. Teaching Methods: Learning Communities by Fields of Practice

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

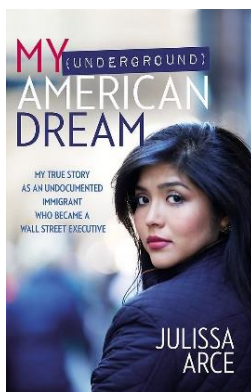
Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States

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

Forgotten Citizens: Deportation, Children, and the Making of American Exiles and Orphans

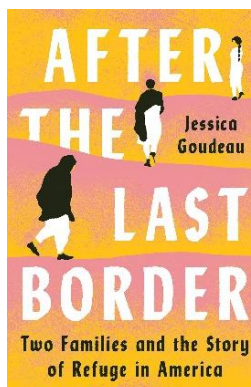
Becoming Transnational Youth Workers: Independent Mexican Teenage Migrants and Pathways of Survival and Social Mobility

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

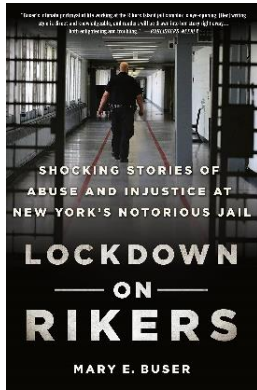
The Best We Could Do (a graphic novel memoir)

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

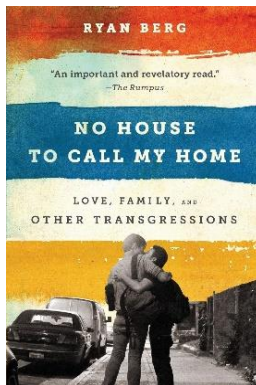
Incarceration Nations: A Journey to Justice in Prisons Around the World

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.

Cycle of Socialization Outline	10%
LBJ Museum Essay	20%
Contribution to Learning Community Case Study (Regular check-in)	15%
Learning Community Project Proposal, Project, Digital Portfolio, Presentation	30%
Individual Reflections on Case Study (Keep notes throughout the semester.)	25%
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	100%

V. Course Semester Schedule (Class meets weekly for 3 hours)


Class	What we're doing today	Readings/learning materials for today	What's due today
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Course Objectives → Social Justice: systems approach; Lived experiences and marginalization/injustice

<p>Class 1</p>	<p>Welcome and course launch</p> <p><i>A systems ecological lens: Part 1. Analyzing and addressing well-being at the individual-family-community-social levels (Part 1)</i></p>	<p>In class:</p> <p>VIDEO CLIP (9:03): An Introduction to Systems Theory in Social Work (M. Allenby, Lecturer in Soc Wk, Univ of Northampton, UK)</p> <p><i>The Sociological Imagination</i></p> <p>Critical thinking Prompts bookmark</p> <p>Take quiz and view after class:</p> <p>Health Quiz (ungraded)</p> <p>FILM: <i>Unnatural Causes: Part 1, In Sickness & In Wealth</i> (56:00)</p>	<p><i>You</i></p> 
<p>Class 2</p>	<p><i>A systems ecological lens: Part 2. What personal stories tell us about the way society works</i></p>  <p>Introduce course objectives: Skeletal outline</p> <p><u><i>Start your book today!</i></u> <i>Case studies begin on Class5 & Learning communities – First impressions of the books</i></p>	<p><i>The Sociological Imagination</i></p> <p><i>Antiblack Racism and the AIDS Epidemic</i></p> <p>“The Cycle of Socialization”</p> <p><i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i> (Select one essay)</p> <p>In class:</p> <p>Read Syllabus (pp. 1-8, 13) & Learning Plan (Syllabus Canvas Page). Note 3 things you find important ! interesting * unclear ?</p>	<p>Cycle of Socialization Outline</p>

Estimate daily reading schedule for your case study book to finish it within three weeks

Total number of pages in your book / 21 days = _____ pages you need to read daily to finish your book by week 3. Count in-class reading time as “extra” for wiggle room. If you finish it early, let me know a week in advance and I’ll order you a new book.

<p>Class 3 <i>and</i> Class 4</p>	<p><i>Read your case study book</i></p> <p>Class 3: Reading, pastries, and coffee!</p> 	<p>How to approach your books for active reading</p> <p>Books are on loan from the class library, please don't mark or dog ear pages.</p> <ul style="list-style-type: none"> • <i>“Ask questions” of your book and other course readings based on the course objectives, as you prepare to conduct your semester case studies.</i> • <i>Annotate while you read: keep notes in a notebook, insert post-it flags next to key passages—so you can easily find them for your case study.</i> • <i>Take notes that reflect critical thinking on your thoughts, reflections, questions, emotional reactions, things that you relate to, thing that surprise/interest you, words of wisdom (use the critical thinking prompts). Reading is a transaction between you and the text.</i> • <i>Learn more about the book—read book reviews, read about the author, watch interviews with the author or other sources by/about the author.</i>
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Fields of Practice Learning Communities Case Studies: 9:30-10:45 Individual learning activity ★ 11:00-12:15 Group learning activity

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.

<p>Class 5</p>	<p><i>Case study #1:</i> <i>Person-in-environment: the consequences of multiple oppressions for individual well-being (Part 3, continued from Class 1 and Class 2)</i></p>	<p>“Understanding the link between multiple oppressions and depression among African American women: The role of internalization”</p>	<p>Case study book and annotations must be completed by class time today</p> <p>In class: Case study</p>
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Course Objective → Social justice: culture and strengths

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


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



B r e a k

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

<p>Class 8</p> <p>Meet at LBJ Museum ★ Class tour</p>	<p><i>POLICY CASE STUDY: Contexts & ideologies of social welfare policy and social services: Civil Rights and the Great Society legislation</i></p> 	<p><i>Johnson’s 1965 Voting Rights speech (video) “Seeing is Believing: The Enduring Legacy of Lyndon Johnson”</i></p> <div style="border: 2px solid red; padding: 10px; margin-top: 10px;"> <p>What is social welfare policy?</p> <p><i>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.</i></p> </div>	
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Class 9	<p><i>Case study #4</i> <i>Social welfare policies in your case study: ideological foundations, effectiveness, flaws</i></p>	<p>Social Work and Social Policy Practice: Imperatives for Political Engagement A Brief History of Social Work</p>	<p>LBJ Museum Essay In class: Case study</p>
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Course Objectives → Health and social services, social work areas and fields of practice; philosophical base of social work

Class 10	<p><i>Case study #5</i> <i>Health and social services in your case study: fields (population/problem) and areas (intervention modalities) of practice; philosophical base</i></p>	<p>“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</p>	<p>In class: Case study</p>
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Course Objectives → Historical/social/economic/political contexts & ideologies of social services and social work

<p>Class 11 <i>and</i> Class 12</p>	<p><i>Global and intercultural competence: International worldviews in literature and perspectives on social problems and solutions</i></p> <p>In class: We Live in an Interconnected World (Video 4:03) Day1 Discuss <u>Learning Intercultural Skills</u> readings. Agree on stories from the <u>Preparing Students</u> homepage for group work on Day2 Day2 Exploration of story in learning communities</p>	<p>4/11 READ & BRING NOTES</p> <ul style="list-style-type: none"> • <i>Select one reading from this list and coordinate with group members so that each reads a different piece:</i> <p>Learning Intercultural Skills: International Social Work Approaches (Reading List)</p> <ul style="list-style-type: none"> • Review webpage: Preparing Students to Practice in an Interconnected World 	<p>In class learning activity</p>
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Course Objectives → Composite

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

Conceptual Readings in Social Work and Social Welfare

Antiblack Racism and the AIDS Epidemic, by Adam Geary (Springer, 2014).

“The case for# BlackGirlMagic: Application of a strengths-based, intersectional practice framework for working with Black women with depression,” by Quenette L. Walton and Olubunmi Basirat Oyewuwo-Gassikia, *Affilia: Journal of Women & Social Work*, (2017, 32, 468-72).

“The Cycle of Socialization,” by Bobbie Harro, in *Readings for Diversity and Social Justice (3rd Edition)*, p. 45-52, Maurianne Adams et al., Ed. (Routledge, 2013).

[*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.).

[*Global social work statement of ethical principles*](#), International Federation of Social Workers. (2018, July 2).

Hip Deep: Opinion, Essays, and Vision from American Teenagers, by Able Louise Young, Ed. (Next Generation Press, 2006).

[*Jennifer Luna with Lauren Gutierrez, School Social Worker*](#). Conversations on Social Work Careers (Video Series). *The New Social Worker: The Social Work Careers Magazine*. (2022).

Lyndon B. Johnson’s Speech Before Congress on Voting Rights, March 15, 1965 (Video file).

“Methods of Social Practice,” by Chukwu Ngozi, Chukwu Nma-Njoku and Nwadike Ngozi in *Social work in Nigeria: Book of readings* (pp 44–59) by Okoye, U., Chukwu, N. & Agwu, P. Eds. (University of Nigeria Press Ltd., 2017).

“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).

Seeing is Believing: The Enduring Legacy of Lyndon Johnson, address by Joseph A. Califano, Jr., Washington, DC, May 19, 2008.

“Social work and social policy practice: Imperatives for political engagement,” by Manohar Pawar, *The International Journal of Community and Social Development* (2019, 1, 15-27).

The Sociological Imagination, by C. Wright Mills (Oxford University Press, 2000).

“Understanding the link between multiple oppressions and depression among African American women: The role of internalization,” by Erika R. Carr, Dawn M. Szymanski, Farah Taha, Lindsey M. West, and Nadine J. Kaslow, *Psychology of Women Quarterly* (2014, 38, 233-245).



Illness and Disability

Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States, by Seth Holmes and Philippe Bourgois (University of California Press, 2013).

Inflamed: Deep Medicine and the Anatomy of Injustice, by Rupa Marya and Raj Patel (Farrar, Straus and Giroux, 2021)

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).

The Death and Life of Aida Hernandez: A Border Story, by Aaron Bobrow-Strain (Farrar, Straus and Giroux, 2019).

Forgotten Citizens: Deportation, Children, and the Making of American Exiles and Orphans, by Luis H. Zayas (Oxford University Press, 2015).

Fragile Families: Foster Care, Immigration, and Citizenship, by Naomi Glenn-Levin Rodriguez (University of Pennsylvania Press, 2017).

My (Underground) American Dream: My True Story as an Undocumented Immigrant Who Became a Wall Street Executive, by Julissa Arce (Center Street, 2017).

Sacrificing Families: Navigating Laws, Labor, and Love Across Borders, by Leisy J. Abrego (Stanford University Press, 2014).

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).

Refuge beyond Reach: How Rich Democracies Repel Asylum Seekers, by David Scott FitzGerald (Oxford University Press (April 2019)).

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).

The Ungrateful Refugee: What Immigrants Never Tell You, by Dina Nayeri (Catapult, 2019).

Incarceration

Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women, by Cari Lynn and Susan Burton (The New Press, 2017).

Everyday Desistance: The Transition to Adulthood Among Formerly Incarcerated Youth, by Laura S. Abrams and Diane J. Terry (Rutgers University Press, 2017).

Halfway Home: Race, Punishment and the Afterlife of Mass Incarceration, by Reuben Jonathan Miller (Little, Brown and Company, 2021).

Incarceration Nations: A Journey to Justice in Prisons Around the World, by Baz Dreisinger (Other Press, 2017).

Lockdown on Rikers: Shocking Stories of Abuse and Injustice at New York's Notorious Jail, by Mary E. Buser (St. Martin's Press, 2015).

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)

No House to Call My Home: Love, Family, and Other Transgressions, by Ryan Berg (Nation Books, 2015).

\$2.00 a Day: Living on Almost Nothing in America, by Kathryn Edin, H. Luke Shaefer (Mariner Books, 2016).

What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City, by Monna Hanna Attisha (One World, 2018).

Ukraine

"Training in intercultural tolerance for social work students in the multicultural context of Ukraine," by Olena Bartosh, Rostyslav Kozubovskyi, and Fedir Shandor, *Intercultural Education* (2021, 32, 495-507).

Indonesia

"Intercultural and Religious Sensitivity among Young Indonesian Interfaith Groups," by Jamaludin Hadi Kusuma and Sulistiyono Susilo, *Religions* (2020, 11, 26-26).

South Africa

"Making music together: a transdisciplinary approach towards the development of intercultural awareness," by Marichen van der Westhuizen and Thomas Greue, *Journal of the Musical Arts in Africa* (2021, 18, 39–57).

Thailand

"Understanding and misunderstanding in cross-cultural practice: Further conversations with Suwanrang," by Catherine Nye, *Clinical Social Work Journal* (2006, 34, 303-317).

Asian cultural contexts

"A dynamic Asian response to globalization in cross-cultural social work," by Kam-Shing Yip, *International Social Work* (2005, 48, 593-607).

Germany

'Gemeinschaft' skills versus 'Gesellschaft' skills in social work education and practice. Applying Tönnies' dichotomy for a model of intercultural communication," by Jacob Kornbeck, *Social Work Education* (2010, 20, 247-261).

Denmark

"What can we learn from unaccompanied refugee adolescents' perspectives on mental health care in exile?" by Frederikke Jarlby, Simone Goosen, Ilse Derluyn, Kathrine Vitus, and Signe Smith Jervelund, *European Journal of Pediatrics* (2018, 177, 1767-1774)

Sweden

"Intercultural competencies as a means to manage intercultural interactions in social work," by Jonas Stier, *Journal of Intercultural Communication* (2004, 7, 1-17).

United States

"Employing Mexican American Folklore as an Educational Tool to Teach Cultural Competence," by Leyla Feize, Denise A. Longoria, and Alfredo Fernandez, *Journal of Hispanic Higher Education* (2021, 20, 262-277).

"Intercultural Knowledge and Skills in Social Service Work with Refugees" by Amy Phillips, *Journal of Ethnographic & Qualitative Research* (2009, 3, 185-195).