

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**SCHOOL OF SOCIAL WORK**

**MAYMESTER ABROAD IN LONDON**

<b>Course Number and Unique Number:</b> SW 460K, 62570; WGS 440, 47085; SW495K, 62975	<b>Names of Co-Instructors:</b> Barbara Anderson, LCSW Ruth Rubio, LMSW-AP
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<b>Meeting Time and Place:</b> May 28 to June 22, 2012 London, England	<b>Office Hours:</b> Anderson: Wednesdays, 12:30–1:30 pm and by appointment Rubio: Tuesdays, 1:00-1:45 pm and by appointment

**LONDON—ROOTS OF SOCIAL AND ECONOMIC JUSTICE:**  
**AN INTERNATIONAL PERSPECTIVE**  
(4 credit hours)

**I. Course Description**

The course is designed to teach the historical roots of the professionalization of helping others and the profession of social work. The course focuses on the governmental social services delivery system and its impact on client populations, and the diverse cultures living in London that provide the context for social services. The course is taught through cultural immersion in ethnic neighborhoods, field visits, and seminars. The purpose of this course is to deepen students' understanding of the rights and responsibilities of citizenship in an increasingly global society. A further goal is to promote cross-cultural learning, and to expand critical appreciation of the social framework in which we live as it relates to the moral and ethical problems encompassed by social justice.

Students enrolled in this course will also be required to attend seminars in order to prepare them for the study abroad Maymester course. Seminars will be held in the spring for a total of about 6 hours.

## II. Course Objectives

By the end of this course students will demonstrate:

1. Knowledge of the British roots of the professionalization of helping others;
2. Awareness of the social, economic and political forces that have shaped the development of social welfare systems in the United Kingdom;
3. Knowledge of the ways in which social services promote social justice and enhance the well being of people in various, historically oppressed groups;
4. Understanding of some of the major issues and trends in various areas of social work practice such as child welfare, domestic violence, immigration, and substance abuse;
5. Critical analysis of the intercultural dynamics of the various ethnic and cultural groups and the impact on the social service delivery system.

## III. Texts and Materials

Required:

Garcia, B., & Van Soest, D. (2006). *Social work practice for social justice*. Alexandria, Virginia: CSWE Press.

London, J. (2001). *People of the abyss* (Centenary ed.). Sterling, Virginia: Pluto Press.

Additional required course readings are posted on [Blackboard](#) at <https://courses.utexas.edu/webapps/portal/frameset.jsp>

## IV. Course Requirements and Grading

This course carries the Global Cultures flag. Global Cultures courses are designed to increase students' familiarity with cultural groups outside the United States. Students should therefore expect a portion of the grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

This study-abroad course is co-taught by Clinical Faculty members of the University of Texas at Austin School of Social Work. The course meets for four seminar sessions in the spring and is taught in London over a four-week period. While in London, the class meets for four days each week. Often, there is one afternoon per week that is unscheduled. This available time is structured so that students can complete visits to social service agencies and other course requirements. Students must live in university-provided housing and participate actively in scheduled field visits, intercultural activities, seminars and class discussions. Blackboard, the university classroom management system, will be used to communicate, and may be used to submit and manage assignments. The course relies upon students' willingness to work and learn in a supportive peer learning community. Together, the class members create a safe environment for critical self-reflection, group interaction, and immersion in the culture and diversity of London, England. This course is offered with the cooperation of the UT Study Abroad Office and the AIFS (American Institute for Foreign Study), which is the

local provider/coordinator in London. Grading is based on attendance, accountability, participation, and completion of all assignments as specified in this syllabus. Graduate students have an additional assignment as specified in this syllabus.

### **Brief Description of Assignments**

The following is a brief description of course assignments. A detailed description of class assignments, including information about deadlines, purpose of assignments, page length, etc., will either be attached to this syllabus or distributed to the class at a later date. Assignments may be submitted to the instructors using Blackboard.

#### Searching the Web

Students will write a report about their exploration of web sites relevant to this course. For each web site, the student will include: the hyperlink to the home page, a brief description of the site, an analysis of the relevance to social justice, and the student's impressions and reactions. Successful completion of this assignment is worth 10 points.

#### Reports on Course Readings and Reflections

Students will write four 3-page reports on assigned course readings. In each report, the student will very briefly summarize the readings, critically analyze the reading, and reflect on the content in relation to the class experience. Two reports are due in the spring. Two reports are due in London. The course readings are noted in section III of this syllabus and are described in greater detail in the Detailed Description of Class Assignments. Successful completion of this assignment is worth 40 points.

#### Social Justice Issue Groups

The class will divide into small groups that are called Social Justice Issue Groups. Each small group will have 2-5 students and will focus on one social justice issue that is of common interest to the group members. The social justice issues for this course include poverty, immigration, child welfare, health care, and human sexuality/gender. Other issues will be considered, as the interests of class members dictate. Each group will identify and visit three social service agencies and/or community resources that focus on the issue selected. These experiences will be part of the basis for the Social Justice Issue Eco-map/Analysis and Annotated Bibliography assignment and should be completed by the third week in London. Successful completion of this assignment is worth 15 points.

#### Social Justice Issue Eco-map/Analysis and Annotated Bibliography

Students will critically explore the social justice issue that is the focus of their Social Justice Issue group. All students will complete an Eco-map Analysis and an Annotated Bibliography. Additionally, graduate students will complete an Issue Analysis paper. Successful completion of this assignment is worth 20 points for undergraduate students and 55 points for graduate students.

#### Community Observation and Immersion

Students will select an ethnic London neighborhood or place of worship to visit. This assignment serves to enhance students' understanding of the ethnic and cultural diversity in London. The purpose of this immersion is to give students an additional opportunity to observe life in London that may be different from previous familiar experiences. A two page report will be written. Successful completion of this assignment is worth 10 points.

Summary of Assignments for **Undergraduate** Students

Specific grading criteria for each assignment are outlined in the attachment that describes the assignment in detail. The grade for this course will be assigned by your instructor and will be derived in the following manner:

Assignments	Due Date	Points
Searching the Web	March 23	10
Spring Reports on Course Readings and Reflections #1 and #2	April 6 and April 27	20 (10 points each)
London Reports on Course Readings and Reflections #3 and #4	Report #3: Read material by May 29 Report due on June 4  Report #4: Read material by June 4 Report due on June 11	20 (10 points each)
Social Justice Issue Eco-Map/Analysis & Annotated Bibliography	June 18	20
Community Observation/Immersion	No later than June 18	10
Social Justice Issue Group	June 18	15
Participation, attendance and timeliness		10
		<b>Total points 105</b>

The following scale will be used to determine your final letter grade:

- 105 – 98 points = A
- 97 – 95 points = A-
- 94 – 91 points = B+
- 90 – 88 points = B
- 87 – 84 points = B-
- 83 – 81 points = C+
- 80 – 78 points = C
- 77 – 74 points = C-
- 73 – 70 points = D+
- 69 – 67 points = D
- 66 – 63 points = D-
- 62 and below = F

Summary of Assignments for **Graduate** Students

Specific grading criteria for each assignment are outlined in the attachment that describes the assignment in detail. The grade for this course will be assigned by your instructor and will be derived in the following manner:

Assignments	Due Date	Points
Searching the Web	March 23	10
<u>Spring</u> Reports on Course Readings and Reflections #1 and #2	April 6 and April 27	20 (10 points each)
<u>London</u> Reports on Course Readings and Reflections #3 and #4	Report #3: Read material by May 29 Report due on June 4  Report #4: Read material by June 4 Report due on June 11	20 (10 points each)
Social Justice Issue Eco-Map/Analysis & Annotated Bibliography <b>and</b> Issue Analysis Paper	June 18	55
Community Observation/Immersion	No later than June 18	10
Social Justice Issue Group	June 18	15
Participation, attendance and timeliness		10
		<b>Total points 140</b>

The following scale will be used to determine your final letter grade:

140 to 132	A
131 to 126	A-
125 to 122	B+
121 to 118	B
117 to 112	B-
111 to 108	C+
107 to 104	C
103 to 98	C-
97 to 94	D+
93 to 90	D
89 to 84	D-
Below 84	F

## V. Class Policies

**Safety:** Students will have assignments that involve visiting agency and community settings in London. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession of social work. Students are advised to visit agencies and communities in small groups. It is the student's responsibility to use sound and mature judgment, and to be aware of and adhere to policies and practices related to community safety. Students should also notify the instructor and the local provider/coordinator regarding any safety concerns.

**Respect for others in the class:** Class discussions, field trips, and presentations will entail listening to the opinions and concerns of others with openness. Students are expected to offer suggestions, questions, and ideas in a positive and respectful manner when participating in course activities. Also, students are expected to demonstrate a willingness to promote group cohesiveness in the learning environment.

**Peer Learning:** The London Maymester requires students to work and learn in a supportive peer learning community. This requires personal risk, willing examination of attitudes and life experiences, exploration of diversity, and encounters with others whose life experiences are different from one's own experiences. This will take place both within and out of the classroom. Students will move about the city together, both independently and with faculty, and are expected to engage actively in the hands on, intense learning experience.

**Time Management:** Assignments must be turned in at the start of class on the deadline. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. Late points may be deducted for assignments submitted after the deadline. Students are advised that computer access in London is less than in the USA. Students are encouraged to plan the completion of assignments in advance of due dates. In London, we often will meet off site for field trips. It is the student's responsibility to arrive on time to designated meeting points so that the class is able to arrive to field visits on time. Students must be prepared to manage the challenges of public transportation and arrive in a timely manner.

**Attendance, participation and timeliness:** Attendance, participation and timeliness for all course activities over the full course period, including spring seminars, is expected of all students. A total of two days of absence may result in a lower course grade. More than two days absence may result in the student being dropped from the course. Students are expected to notify the instructor prior to class, or seminar, if a student cannot attend due to illness or an emergency. Students may be asked to document the illness or emergency. If a student is unable to attend the spring seminar, then contact the instructors. Students who are planning non-course related travel are advised to plan with awareness of class meeting times and assignment due dates in order to not impact their participation and attendance grades.

**Following Proper Channels for Communication and Conflict Resolution:** Students are expected to use identified channels for resolving concerns that arise during the course period. In the case of conflicts on group projects, students are expected to first address the concerns directly with the involved parties. If this is unsatisfactory, then consult with the instructor. For concerns regarding housing and logistics, the local

provider/coordinator in London is the primary contact. Students should be prepared to discuss concerns and offer possible solutions.

## **VI. University Policies**

**Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**Professional Conduct in Class:** The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**Religious Holidays:** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**Policy on Scholastic Dishonesty:** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

**Documented Disability Statement:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. The location of this course is in London, England and this may limit the availability of accommodations. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>

**Use of E-Mail for Official Correspondence to Students:** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail

address. Students should check their e-mail regularly and frequently — daily, but at minimum twice a week — to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor’s instructions. Do not re-enter a building unless the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office gives you instructions.

**Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

**Feedback:** During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor’s teaching strategies are helping or hindering student learning. It is very important for the professor to know the students’ reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

**The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.



# Detailed Description of Class Assignments

Social Work Maymester in London

Spring 2012

## Searching the Web

### Maymester Study Abroad in London

#### **Description**

Students will write one 1-page report about their exploration of three web sites relevant to this course. For each web site, the student will include: the hyperlink to the home page, a brief description of the site, an analysis of the relevance to social justice, and the student's impressions and reactions. The report is due on March 23, 2012.

This assignment is intended to serve as a starting point for gathering information about social service agencies, community resources, social issues relevant in London, etc. This assignment will also serve as a starting point for learning about potential social service agencies and/or community resources for visiting (refer to the assignment entitled Social Justice Issue Groups).

#### **Purpose**

The purpose of this assignment is to increase your familiarity with various social service agencies, relevant social justice issues in the United Kingdom, governmental organizations, and community resources by searching the web.

#### **Activity**

Use creativity and curiosity to begin a web search on various social work related topics in the United Kingdom, and in London, in particular. Suggested key words are: social care, social work, National Health Services, child protection, immigration, etc. The following web sites are suggested as starting points:

Google UK <http://www.google.co.uk/>

Guardian <http://www.guardian.co.uk/>

BBC News <http://news.bbc.co.uk/>

#### **Deadline**

One 1-page report about on-line exploration of various web sites is due on March 23, 2012.

#### **Grading**

This assignment is worth a total of 10 points.

## Report on Course Readings and Reflections

### Maymester Study Abroad in London

#### Description

Students will write four 3-page reports on assigned course readings. In each report, the student will very briefly summarize the readings, critically analyze the reading, and reflect on the content in relation to the class experience. Two reports are due in the spring. Two reports are due in London. Readings should be completed by the start of the week, even though the written assignment may be turned in later.

#### Purpose

The purpose of this assignment is to enrich students understanding of social work and social justice related issues by reading the assigned material, synthesizing information and reflecting on the class experiences in light of the readings.

#### Grading

Each report is worth 10 points and will be graded on thoughtfulness, critical thinking, clarity, and creativity. A final total of 40 points (10 points for each of 4 reports) is possible.

#### Activity

Students will read the following and prepare a 3-page report by each of the assigned deadlines:

Assignment	Due date	Readings
Spring Report and reflection #1	April 6	<ul style="list-style-type: none"> <li>Garcia and Van Soest, Chapter 1</li> <li>Reisch, "Defining Social Justice..."</li> </ul>
Spring Report and reflection #2	April 27	<ul style="list-style-type: none"> <li>Garcia and Van Soest, Chapter 2 and 3</li> </ul>
Week 1, London: Report and reflection #3	Read material by May 29 Report due on June 4	<ul style="list-style-type: none"> <li><i>People of the Abyss</i></li> <li>Garcia and Van Soest, Chapter 3</li> <li>Reinders, "Toynbee Hall..."</li> <li>"Changing Shadows"</li> </ul>
Week 2, London: Report and reflection #4	Read material by June 4 Report due on June 11	<ul style="list-style-type: none"> <li>Garcia and Van Soest, Chapters 4 and 5</li> <li>Eichstedt, "Problematic White Identities..."</li> <li><i>Gale, virtual Reference, "Workhouses"</i></li> </ul>

Week 3, London: Readings to prepare for class	Read material by June 11	<ul style="list-style-type: none"> <li>• Craig, “Poverty, Social Work and...”</li> <li>• Edmundson, “Save Sigmund Freud”</li> <li>• Collins, “All Together Now!”</li> </ul>
Week 4, London: Readings to prepare for class	Read material by June 18	<ul style="list-style-type: none"> <li>• Polack, “Social Justice and the Global...”</li> <li>• Karger &amp; Stoesz, “American Social...”</li> </ul>

Each report will include the following components: 1) a one page or less summary of the readings, 2) a one page or more critical analysis of the readings, and 3) a one page reflection on class experiences in light of the readings. The paper should not exceed three pages. The critical analysis and reflections should be thoughtful, clear and demonstrate critical thinking.

The ***critical analysis*** (use this heading in your report) should relate to the following questions. Choose one or more that are most relevant.

- Critically analyze a current event in the U.S. that has relevance to social justice issues as articulated by the author(s).
- What is your analysis of some of the major issues and trends in various areas of social work practice such as child welfare, domestic violence, immigration, and health care?
- What are your thoughts about the British roots of the social work profession?
- What have you learned about some of the social, economic and political forces that have shaped the development of social welfare systems in the United Kingdom?
- What is your understanding of the specific ways that social services in London promote, or limit, social justice and enhance the well being of people in various, historically oppressed groups?
- What have you learned about the major cultural and ethnic groups in London and what are your impressions of how the social services delivery system supports or neglects the unique needs of these groups?

The ***reflections*** (use this heading in your report) on class experiences should relate to the following questions. Choose one or more that are most relevant.

- What new understanding/perspective does the reading give you on social justice?
- What emotions are evoked in you as you read about social justice and oppression?
- What are the connections between your personal life experiences (e.g. race/ethnicity, gender, socio-economic status, etc.) and social justice?
- How will you integrate your evolving understanding of social justice and your field of study?
- What are you curious about as a result of reading the assignments?

## **Social Justice Issue Groups**

### Description

The class will divide into small groups that are called Social Justice Issue Groups. Each small group will have about 2-5 students and will focus on one social justice issue that is of common interest to the group members. The social justice issues for this course include poverty, immigration, child welfare, health care, and human sexuality/gender. Other issues will be considered, as the interests of class members dictate. Students will form Social Justice Issue Groups in the spring. Each group will identify and visit three social service agencies and/or community resources in London that focus on the issue selected. These experiences will be part of the basis for the Social Justice Issue Eco-map/Analysis and Annotated Bibliography assignment. The form entitled Confirmation of Visits will be submitted to the instructor after all visits are completed.

### Purpose

The purpose of this assignment is to allow students to delve into social justice issues that are of interest to the student and relevant in London. Students will be able to explore one specific social justice issue in depth, offer their findings during class discussions and analyze a social justice issue in the related assignment that is titled Social Justice Issue Eco-map/Analysis and Annotated Bibliography.

### Activities

Each group will identify social service agencies and/or community resources that focus on the issue selected. Prior to departure, students are expected to use web sites and email to contact the social service agencies and/or community resources to inquire about a possible visit to the location. Each group will schedule and plan for visits to three social service agencies and/or community resources. These visits are to occur during the first three weeks of class in London and at the times designated in the course schedule, or other open times for students. Students are strongly encouraged to visit the social service agencies and/or community resources in small groups, and not alone. During these visits, students are expected to spend about two hours in the agency and surrounding environment, learn about the services offered by the agency or community resource, learn about the client population served by the agency or community resource, and consider the impact of the services on the clients and the community. Also, students are expected to obtain a signature of an individual at each agency or community resource on the Confirmation of Visits form. (See attached) Submit the Confirmation of Visits form to the instructor.

### Timeframes

*Before departure to London:* Meet with the Social Justice Issue Group; research social service agencies and/or community resources; communicate with staff at the social service agencies and/or community resources; schedule a visit to the selected places; secure the specific location of the social service agencies and/or community resources in order to facilitate traveling.

*During the first three weeks of the course:* Finalize plans to visit; travel to the social service agencies and/or community resources; meet with staff at the social service agencies and/or community resources to learn about the agency and its services; share information with the entire class. Submit the Confirmation of Visits form to the instructor.

### Grading

The satisfactory completion of this assignment is worth 15 points. The total points will be assigned upon completion of visits to three social service agencies and/or community resources and submission of Confirmation of Visits form to the instructor, no later than noon June 18, 2012.

### Confirmation of Visits to Social Service Agencies or Community Resources

*Please attach a pamphlet for each place you visit. The pamphlet may or may not be returned to you. You may turn in only one confirmation page per group; include names of all participating students. Submit this form to the instructor no later than noon, June 18, 2012.*

Names of students \_\_\_\_\_

Date of visit \_\_\_\_\_ Name of agency/resource \_\_\_\_\_

Location/address of agency/resource visited \_\_\_\_\_

Brief description of agency/resource visited \_\_\_\_\_

\_\_\_\_\_

Signature of person at the agency/resource visited

.....

Names of students \_\_\_\_\_

Date of visit \_\_\_\_\_ Name of agency/resource \_\_\_\_\_

Location/address of agency/resource visited \_\_\_\_\_

Brief description of agency/resource visited \_\_\_\_\_

\_\_\_\_\_

Signature of person at the agency/resource visited

.....

Names of students \_\_\_\_\_

Date of visit \_\_\_\_\_ Name of agency/resource \_\_\_\_\_

Location/address of agency/resource visited \_\_\_\_\_

Brief description of agency/resource visited \_\_\_\_\_

\_\_\_\_\_

Signature of person at the agency/resource visited

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## **Social Justice Issue Eco-Map/Analysis And Annotated Bibliography**

### Description

This assignment is designed for students to further explore the topic of the selected social justice issue. Students will build this assignment upon the work of the social justice issue group and course readings. Students will also use critical thinking, creativity and research to complete this assignment.

### Part I: Eco-Map 10 points (all students)

After the thorough exploration of the social justice issue in the group, each student will complete an ecological/systems map of the issue in its societal context. Students will use the basic format suggested on the attached diagram. Students will create a representation of the complex picture of the issue and how it is imbedded in a society. Include as much detail and creativity as possible, using the one page, visual format, as well as a key to your symbols.

### Part II: Annotated Bibliography 10 points (all students)

Students will prepare a one page *annotated* bibliography of references regarding the social justice issue. Use two references from London/UK print media that appear in print during the time in London, and at least two recent scholarly references.

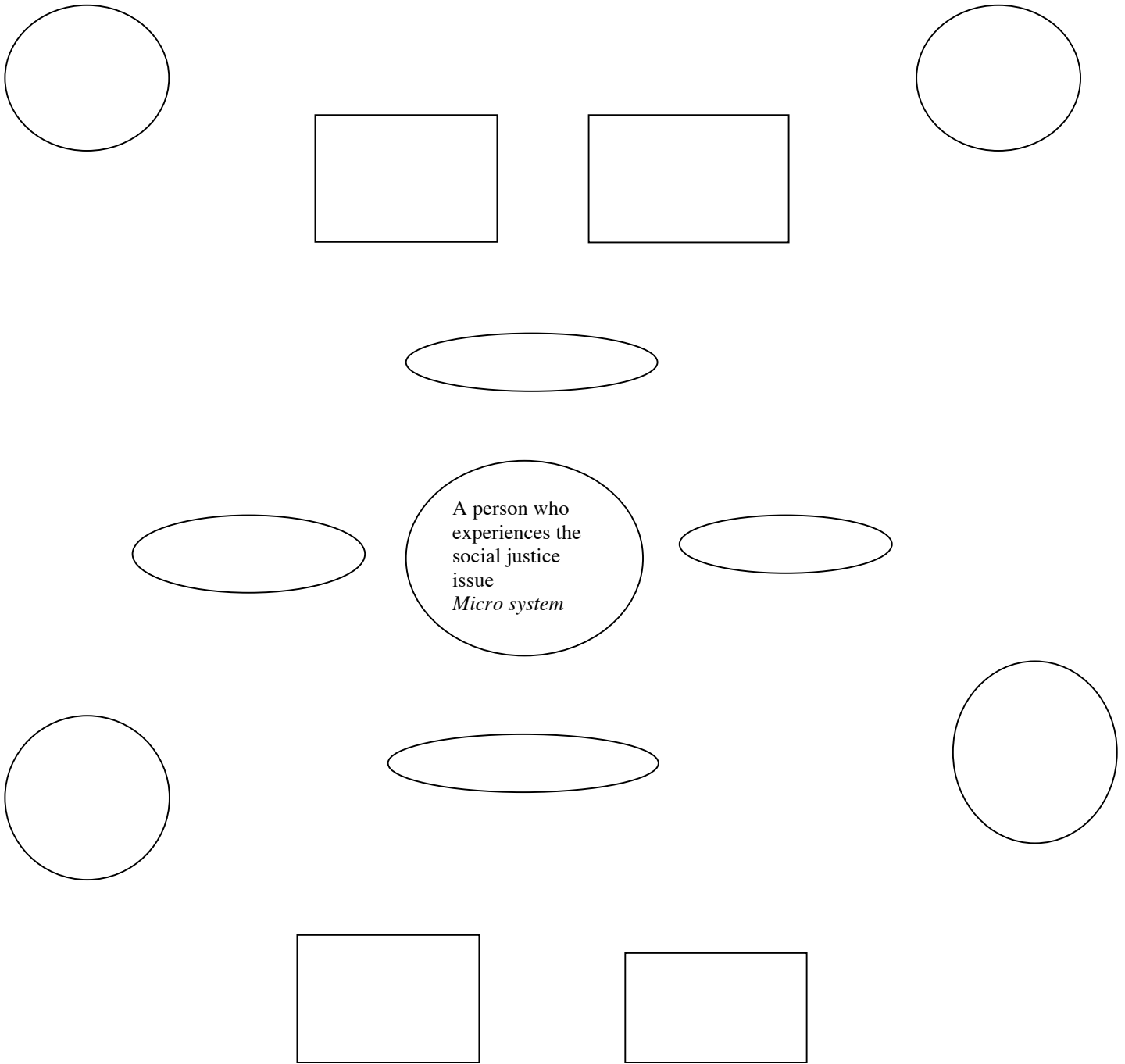
### Part III: Issue Analysis 35 points total (graduate students only)

1. (10 points) Given the social justice issue, identify a policy in the UK that addresses some aspect of the social justice issue. The *one page* analysis will include:
  - Naming the policy
  - Succinct historical background of policy
  - Problem that necessitates the policy or (that the policy attempts to solve)
  - Analysis that may include policy goals, political feasibility, economic feasibility, and effectiveness of the policy to address its goals.
  - Implications of policy implementation
  
2. (10 points) Identify a policy in the USA that addresses the same social justice issue. The *one page* analysis will include:
  - Naming the policy
  - Succinct historical background of policy
  - Problem that necessitates the policy or (that the policy attempts to solve)
  - Analysis that may include policy goals, political feasibility, economic feasibility, and effectiveness of the policy to address its goals.
  - Implications of policy implementation
  
3. (10 points) Comparison of the policy in the UK and the USA
  - This *one page* section will include concrete comparisons and contrasts. Graduate students may infer, hypothesize, generate new ideas and reflect on the ways the two countries are alike and different regarding these policies and the related social justice issue.
  
4. (5 points) Reference page for citations in Part III and quality/clarity of writing

Deadline: Assignment due June 18, 2012.

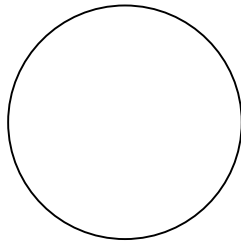
### Basic Format of Eco-map

Social Justice EcoMap  
Adapted from Hartman & Laird Family Centered Social Work Practice (1983)



**Key**

- \_\_\_\_\_ Strong
- Tenuous
- +++++++Stressful
- Flow of energy and resources
- \_|\_|\_|\_|\_| Cut off





-Identify entities at each system level.

-Use key to illustrate the connections between the person (micro) and other system entities represented within the social justice issue.

-Within each identified entity, include information, a description and a brief elaboration.

#### Definitions

Micro: Individual

Geometric Key for Micro:

Mezzo: Interpersonal relationships beyond immediate family, neighbors etc...

Geometric Key for Mezzo:

Exo: Indirect relationships, local entities and policies

Geometric Key for Exo:

Macro: Federal organizations, societal "isms," policies, tangible and intangible

Geometric Key for Macro:

## **Community Observation/Immersion**

### **Maymester Study Abroad in London**

#### **Description**

Students will write a two-page report about their experience visiting an ethnic London neighborhood or place of worship, other than those visited as part of the organized course. Examples of such neighborhoods include Elephant and Castle, Brixton, Chinatown or Kilburn. Examples of places of worship are faith communities that, because of time limits the class does not visit formally. These may include Buddhist, West Indian or African charismatic, Baha'i, etc. There are many other possibilities that provide challenging or expanded understanding of course themes.

This assignment serves to enhance your understanding of the ethnic and cultural diversity in London. Identify your plan in advance and discuss it with one of your faculty and a member of the AIFS staff. Plan to make the visit with one of your classmates for added perspective. The visit to a neighborhood should be made during daytime hours and should include a ride to the neighborhood on the Tube, a walk down the high street, and a stop or two in neighborhood shops, community centers, etc. If you visit a place of worship, plan to attend a service or scheduled event. In either instance, respect and cultural humility are essential so be attuned to proper attire and demeanor.

#### **Purpose**

The purpose of this immersion is to give you added observation and opportunities that results in critical thinking and reflection about life in London. The observation/immersion will be different from your previous experiences as part of the organized class. Your visit should enhance your grasp of the course themes of social justice and diversity.

#### **Activity**

Write a reflection that follows these guidelines:

1. Brief summary description of your immersion experience and brief statement of the reason for your choice.
2. Critical thinking about the links between your observations and reactions and the issue of social justice or diversity. Include in this section two citations that give factual information about the area or religion and that shed light on the history and or significance of the community or religion. Your analysis can include application of course material, comparison, contrast, hypothesis, and inferences.

#### **Deadline**

The two page paper is due no later than June 18 and is worth 10 points

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