

**GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK
WASHINGTON UNIVERSITY**

SPRING 2002

SOCIAL JUSTICE: EXPLORING THE REALITY OF AMERICA'S PROMISE

S20-5014.01

CREDITS: 3 Credit Hours

INSTRUCTOR: Amanda Moore, MSW

GRADE: Letter Grade

OFFICE: Brown Hall, Room 110

ROOM: Goldfarb 222

OFFICE HOURS: Monday 3 to 5; by appointment

TIME: Tuesday 10:05 a.m.-12:15 p.m.

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I. COURSE DOMAIN AND BOUNDARIES

This course is designed to explore the principles that have shaped America, and to juxtapose these principles with the reality of American life. Specifically, how have the values of justice, democracy, liberty, and equality been understood, and to what extent have they been fulfilled in contemporary American society? These questions will be pursued from a historical, philosophical, and social science perspective in order to provide students with a broad framework for analyzing what it means to be an American and whether we have created a society that is consistent with these four core American principles.

A special emphasis is placed upon the role of social justice in social work. Justice is the primary value orientation of social work. Human difference has been and is used as the basis for social exclusion and injustice. Justice issues will be considered across the range of human diversity, including race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin. Students will be challenged to integrate and apply course material to their practice, work, civic, and life experiences, so as to build their capacity to address social justice both professionally and personally. American society is used as a case study. Course material will also be applied to issues in international development, especially issues encountered in emerging democracies and transitional economies. Students will be encouraged to consider how social workers can build the capacity of societal institutions, policies, programs, and individuals to approach a more just world.

II. COURSE OBJECTIVES

The primary goals of this course are the following. Students will:

1. Engage and learn about the civic principles that affect the myriad forms of social work practice.
2. Clarify their assumptions and arguments regarding social justice issues.
3. Develop their critical thinking skills.
4. Increase their ability to express their thoughts about social justice.

III. EDUCATIONAL OUTCOMES

At the conclusion of the course, students will have:

1. Gained a strong foundation of the historical, philosophical, empirical, and intervention issues related to social justice and social work practice.
2. Identified the strengths and weaknesses of their social justice assumptions and arguments.
3. Increased their capacity to critique social welfare policies, programs, and approaches in light of the civic principles of justice, democracy, liberty, and equality.
4. Improved their verbal and writing skills, especially their ability to present an argument cogently and persuasively.

IV. RELATIONSHIP TO PRACTICUM LEARNING OBJECTIVES

Knowledge gained in this course will provide a basis for meeting the following practicum learning objectives:

1. Student is able to apply basic humanitarian and social work values and ethics to practice at the concentration practicum site.
2. Student is able to apply and evaluate empirically supported theories to practice at the practicum site.
3. Student demonstrates an understanding of and the ability to use service delivery systems and resources relevant to the practicum site.
4. The student's conduct and communication demonstrate social work professionalism.
5. Student demonstrates competence in work with diverse clients.
6. Student understands the dynamics of social and economic justice, especially the consequences of poverty, discrimination, exploitation and oppression in human societies in the context of concentration practicum work.

V. READINGS

A packet of readings has been prepared for the course. A copy is on reserve in the library, and a copy is available for students from the instructor. Assigned journal articles have also been posted on-line at the course's library web site. They can be retrieved from <http://eres.wustl.edu/courseindex.asp>. The password for accessing these readings will be distributed the first day of classes.

The book, Justice as fairness: A restatement, by John Rawls will be read in its entirety. Copies have been ordered through the campus bookstore. The book is also on reserve in the library. Rawls, J. (2001). *Justice as fairness: A restatement*. Cambridge, MA: Belknap Press.

Each reading is listed below according to topic. An extensive bibliography of justice issues will also be provided to students as a handout.

VI. ORGANIZATION OF THE COURSE

The class will be structured such that the first hour is discussion of the previous week's lecture material and the current week's readings. Students will be responsible for leading class discussion. The second hour of class is the presentation of content through lecture, video, and speakers for which the instructor is responsible.

The course is organized to address five main content areas: social work and social justice, justice, democracy, liberty, and equality. The areas have been organized in this progression to reflect the context of the course, clarification of issues, means for approaching social justice, and how achievement can be assessed. Historical, philosophical, empirical, and intervention issues will be covered for each area. The sessions are as follows. The final three sessions of the course (April 9, 2002-April 23, 2002) will be dedicated to discussion of students' papers and summary of the course.

- I. Social Work and Social Justice, January 8, 2002-January 22, 2002
 - A. History and Philosophy
 - B. Reality and Action
- II. Justice, January 22, 2002-February 12, 2002
 - A. History and Philosophy
 - B. Reality and Action
- III. Democracy, February 12, 2002-March 12, 2002
 - A. History and Philosophy
 - B. Reality and Action
- IV. Liberty, March 12, 2002-March 26, 2002
 - A. History and Philosophy
 - B. Reality and Action
- V. Equality, March 26, 2002-April 2, 2002
 - A. History and Philosophy
 - B. Reality and Action

VII. ROLE OF FACULTY AND STUDENTS

The course instructor is responsible for the successful execution of the course outline, including the preparation and delivery of the course lectures and the facilitation of discussion. The instructor will be available during office hours and by special appointment for questions regarding course content and the students' course assignments. The instructor should be judged by the logic and thoroughness of her lectures; the selection of course content and readings; the

feedback given on students' assignments and progress; and her availability and support of the students' learning and assignment completion.

Students are expected to prepare for and attend each class session. If a student will miss class, then he or she should inform the instructor. Active class participation by students is required. Student participation includes the questioning of lecture content or readings; the sharing of learnings (reflecting on practica, other experiences, and course assignments); and engaging in constructive discussion with peers regarding their ideas and assignments. Students are also expected to complete all assignments by the designated due dates, to seek assistance and clarification when needed, and to critically assess the effectiveness of the course.

This course is a partnership between the instructor and the students. We can all learn from one another. The content to be addressed is dynamic and value-charged. Respect should be the basis of our exchange. Through our interactions will we develop our professional capacity as social workers to approach social justice for all humans.

To support this partnership, students will be administered a survey prior to the beginning of class. This survey will solicit their perceptions about social justice and social work and their expectations for the course. During the first class session, the instructor will facilitate a discussion based upon the results of the survey. The results will be used to inform the students' and instructor's expected outcomes of the course and how they can be achieved. At this time, the readings and assignments for the course will be discussed, and any modifications necessary to achieve the outcomes will be made to the course outline.

If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language, and you may need special assistance in lecture, reading assignments, and/or testing, please contact the instructor.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Based upon the specified learning outcomes for this course and given the subject matter addressed, the instructor and students will discuss and negotiate the final grading criteria for the course during the first class session. How a class is structured can reflect procedural justice, whereby the process for action (learning) and assessing the outcomes of that action (what is learned) is agreed upon by all. The instructor has identified four primary tasks that she believes will support the achievement of the learning outcomes. Class participation for each student will be assessed by all class members and the instructor at the end of the semester based on the agreed to criteria. Facilitation of class discussion, critiques, and final papers will be graded by the instructor using the agreed to criteria.

Assignment	Expectations	Assignment Details	Percent of Total Grade (also total points)	Due
Participation in class discussion	-Share verbally -Listen actively -Be respectful in comments and actions	-Attend each class session -Read all assigned readings -Support the flow of class discussion with questions, comments, and examples	24 -assessment will be made for each class session, worth 1.5 points each	Ongoing
Facilitation of class discussion	-Integrate lecture, readings, and experiences to lead an engaging discussion -Create insights into the topics -Encourage discussion of different views	-Attend each class session -Read all assigned readings -Be prepared to facilitate discussion each week, with prepared questions or comments -Provoke students' critical assessment of social justice history, philosophy, reality, and action through discussion -Support inclusion of all students in discussion	10 **distribution across expectations to be determined after confirmation of class size**	Depending upon the size of the class, one to two students in eight to ten class sessions will be randomly selected during the semester to lead discussion
Writing and submission of a major paper on the historical, philosophical, empirical, and/or intervention issue related to social work and social justice	-Submit ideas via type-written 200 word abstract, draft outline, and references (listed in APA style) -Discuss paper in class -Research, write, and submit final paper	-Select a topic that pertains to an area of interest, e.g., the status of civic engagement and social work interventions to support social action in South Africa -Propose how the topic will be explored in a 200 word abstract, include a draft outline and list of likely references (no less than 10) -Brief the class on the topic of the paper, including a description of the purpose, motivation, what will be covered, and sources to be used (no more than five minutes per student) -Prepare a first draft of the paper by April 9 th for distribution to the entire	50 -Paper topic assignment, 5 points for focus and applicability of selection to course objectives and execution of assignment -Paper discussions (briefing and facilitation), 5 points for cogent description and solicitation of comments	-Paper topic assignment due February 5 th -Briefing to class due February 19 th -All first drafts due April 9 th -Facilitated comments on April 16 th or April 23 rd -All final papers due April 30 th

		class; the paper should be no less than 12 pages (excluding title page and references), in 12 point font, Times New Roman, with 1 inch margins -Facilitate class feedback about the paper (approximately 15 minutes per student) -Integrate student and instructor feedback into paper revision and submit final draft	-Final paper, 40 points **criteria to be decided by class** -Students will be deducted 5 points if first draft is not turned in by April 9 th	
Reading and critique of papers	-Thoroughly read -Type-write comments -Discuss paper in class	-Read each paper -Prepare a one page comment and critique of each paper (12 point font, Times New Roman, 1 inch margins) -For each defined section of the paper, provide constructive criticism to improve the paper purpose and the information provided	15	-Type-written comments due to each author and instructor on the respective days of the paper discussions, April 16 th and April 23 rd

Grade Designations:

A	95-100 points	A-	90-94 points	B-	80-83 points
B+	87-89 points	B	84-86 points	C-	70-73 points
C+	77-79 points	C	74-76 points		
F	69 and less points				

IX. COURSE OUTLINE

It is recommended that students read the material under each heading in the order that it is listed. The readings have been arranged to reflect a progressive understanding of the topic. Also note that the readings are to be read for the subsequent week. For example, those readings listed under Session 1 should be read for the following week, January 15th.

Students are encouraged to recommend, share with the class, or discuss additional readings, mass media articles and stories, and any contemporary issues that relate to social justice and social work. Students are also encouraged to attend the GWB lecture series.

Based on student and instructor discussion, the course outline is subject to change as needed to accomplish the learning objectives. Readings may be added or deleted. Videos or guest lecturers may be added.

Course Survey Distribution and Completion. December 3rd and December 17th

Session 1. January 8, 2002

Introductions, Course Outline, Review of Survey Results, and Agreement on Expectations

The students and instructor will introduce themselves, and discuss expectations for the course and how they will be met. This discussion will be facilitated by students' responses to a survey. Learning objectives and assignments will be reviewed, adjusted, and confirmed.

Readings for Social Work and Social Justice: History and Philosophy

Gibbs, L., & Gambrill, E. (1996). The role of critical thinking in the helping professions. *Critical thinking for social workers: A workbook* (pp. 3-25). Thousand Oaks, CA: Pine Forge Press.

Addams, J. (1964). Introduction, Charitable Effort, and Political Reform. In A.F. Scott (Ed.), *Democracy and social ethics* (pp. 1-12, 13-70, 221-278). Cambridge, MA: Belknap Press.

Reamer, F.G. (1993). Preface, Political Philosophy, and Moral Philosophy. *The philosophical foundations of social work* (pp. xi-81). New York: Columbia University Press.

George Warren Brown statement on social justice.

NASW Code of Ethics.

Session 2. January 15, 2002

Social Work and Social Justice: History and Philosophy Lecture and Discussion

The instructor will lecture about the history and philosophy of social justice in social work and lead the students in discussion for the entire class period. Key concepts will be defined. The instructor will also distribute specific details about the course assignments, and answer any questions.

Readings for Social Work and Social Justice: Reality and Action

Pelton, L.H. (2001). Social justice and social work. *Journal of Social Work Education*, 37(3), 433-440.

Scanlon, E., & Longres, J.F. (2001). Social work and social justice: A reply to Leroy Pelton. *Journal of Social Work Education*, 37(3), 441-446.

Gil, D.G. (1998). Dilemmas and vicissitudes of social work. *Confronting injustice and oppression: Concepts and strategies for social workers* (pp. 65-85). New York: Columbia University Press.

George, J. (1999). Conceptual muddle, practical dilemma: Human rights, social development, and social work education. *International Social Work*, 42(1), 15-26.

Haynes, D.T. & White, B.W. (1999). Will the “real” social work please stand up? A call to stand for professional unity. *Social Work*, 44(4), 385-391.

Session 3. January 22, 2002

Social Work and Social Justice: Reality and Action Discussion

During the first hour, student(s) will be randomly selected to lead a discussion about what it means to be a social worker. What does it mean to work for social justice? An emphasis should be placed upon critical analysis of the field (in America and around the world).

Justice: History and Philosophy Lecture

During the second hour, the instructor will lecture about the historical and philosophical issues related to the pursuit of justice. Key concepts will be defined. A foundation will be laid for understanding the dynamics of “justice” across the myriad forms of social work practice, using historic social action examples.

Readings for Justice: History and Philosophy

Paine, T. (1994, 1776). Excerpt from Common Sense and African Slavery in America. In P.B. Levy (Ed.), *100 key documents in American democracy* (pp. 38-46). Westport, CN: Greenwood Press.

King, M.L. (1963). Letter from the Birmingham City jail. XX:XX

Chavez, C. (1994, 1969). Letter from Delano. In P.B. Levy (Ed.), *100 key documents in American democracy* (pp. 442-445). Westport, CN: Greenwood Press.

Rawls, J. (2001). Fundamental ideas and Principles of justice. *Justice as fairness: A restatement* (pp. 1-77). Cambridge, MA: Belknap Press. (COURSE BOOK)

Session 4. January 29, 2002

Justice: History and Philosophy Discussion

Students will lead the class in discussion of the inequalities and inequities raised by the key historical authors. During the second hour, in conjunction with the instructor, students will discuss their main learnings from and questions about *Justice as fairness*.

Readings for Justice: History and Philosophy

Rawls, J. (2001). The argument from the original position, Institutions of a just basic structure, and The question of stability. *Justice as fairness: A restatement* (pp. 80-198). Cambridge, MA: Belknap Press. (COURSE BOOK)

Session 5. February 5, 2002 PAPER TOPIC ASSIGNMENT DUE

Justice: History and Philosophy Discussion

Students will lead the class in discussion of John Rawls' main points, with a special emphasis on how they relate to social work practice.

Justice: Reality and Action Lecture

The instructor will cover justice issues as they relate to international development and social work strategies.

Readings for Justice: Reality and Action

Mandle, J. (2000). Globalization and justice. *ANNALS, AAPSS*, 570, 126-139.

Reiman, J.H. (1996). and the poor get prison and To the vanquished belong the spoils: Who is winning the losing war against crime? *And the poor get prison: Economic bias in American criminal justice* (pp. 91-162). Boston: Allyn and Bacon.

Hernstein, R.J., & Murry, C. (1994). Affirmative action in higher education and Affirmative action in the workplace. *The bell curve: Intelligence and class structure in American life* (pp. 447-508). New York: Free Press.

Gibelman, M. (2000). Affirmative action at the crossroads: A social justice perspective. *Journal of Sociology and Social Welfare*, XXVII(1), 153-174.

**GWB lecture series, February 6, 2002 at 11:00a.m.
A Passion for Justice, Morris Dees, J.D.**

Session 6. February 12, 2002

Justice: Reality and Action Discussion

Students will lead the class in discussion of the strengths and weaknesses of social work approaches to justice, using the readings as a source of critique.

Democracy in America: History and Philosophy Lecture

The instructor will lecture on the foundations of democracy as a social and political structure. What does it mean? What does it look like? Why does it matter for justice?

Readings for Democracy in America: History and Philosophy
Aristotle (1996). Excerpts from The Politics. In M. Cohen & N. Fermon (Eds.),
Princeton readings in political thought: Essential texts since Plato (pp. 107-123). New
Jersey: Princeton University Press.

The Constitution of the United States of America (1787). *In the American Experience*.
XX:XX.

The Declaration of Independence. XX:XX.

Tocqueville, A.D. (1996). Excerpts from Democracy in America. In M. Cohen & N.
Fermon (Eds.), *Princeton readings in political thought: Essential texts since Plato* (pp.
398-424). New Jersey: Princeton University Press.

Lincoln, A. (1994, 1863). The Gettysburg Address. In P.B. Levy (Ed.), *100 key
documents in American democracy* (pp. 164-165). Westport, CN: Greenwood Press.

Anthony, S.B. (1873). Women's Right to Vote. XX. XX:XX.

King, M.L. (196X). I Have a Dream. In *American Values and Virtues*. XX:XX.

Sen, A. (1999). The importance of democracy. *Development as freedom* (pp. 146-159).
New York: Anchor Books.

Session 7. February 19, 2002 MID-SEMESTER EVALUATION (extended class?)

Brief Discussion of Major Papers

During the first hour of the class, students will share a brief description of their major
paper. Each student should not exceed five minutes to allow time for everyone. Students
will then complete a brief mid-semester, written evaluation of the course.

Democracy in America: History and Philosophy Discussion

The instructor will lead the class in a brief review of the history of democracy in America,
asking for key reflections on the historical writings. Students will be expected to
summarize Sen's main point regarding the importance of democracy.

Democracy in America: Reality and Action Lecture

The instructor will establish a context for understanding the connection between the
social, economic, and political environment and citizen perceptions and action. An
emphasis will be placed upon issues of economic justice, given the topic to be addressed
by next week's guest speaker.

Readings for Democracy in America: Reality and Action

Hochschild, X. (1995). What is the American Dream and What's All the Fuss About?: Blacks' and Whites' Beliefs about the American Dream. *Facing Up to the American Dream: Race, Class, and the Soul of the Nation* (pp. 15-38, 55-71). XX:XX.

Wolfe, A. (1998). Ordinary duties and Morality writ small. *One nation, After all* (pp. 1-38, 180-322). XX:XX.

Sherraden, M. (1990). Stakeholding: Notes on a theory of welfare based on assets. *Social Service Review*, 64(4): 580-601.

Session 8. February 26, 2002

Democracy in America: History, Philosophy, Reality, and Action Discussion

The instructor will not be in attendance at this class session. She will be attending the annual program meeting of the Council on Social Work Education. Michael Sherraden, Ph.D., Benjamin E. Youngdahl Professor of Social Development and Director of the Center for Social Development at GWB, will lead the class in the instructor's absence.

Dr. Sherraden will describe the motivations, history, and philosophy of asset development as it relates to social justice, describing its democratic roots and potential for increasing equality. He will address the current status of Individual Development Accounts and related asset development strategies in America and around the world. Students are encouraged to ask questions and challenge his assertions. A particular interest of his will be to learn of the status of asset development in students' home communities and countries.

Readings for Democracy in America: Reality and Action

Schlozman, K., Verba, S., & Brady, H.E. (1999). Civic participation and the equality problem. In T. Skocpol & M.P. Fiorina (Eds.), *Civic engagement in American democracy* (pp. 427-460). Washington, D.C.: Brookings Institution Press.

Beeghley, XX (1996). Political participation and power. XX. (pp. 197-225). XX:XX.

Putnam, R. (2000). Thinking about social change, Political participation, Civic participation, Democracy, Lessons of history: The Gilded Age and the Progressive Era, and Toward an agenda for social capitalists. *Bowling alone: The collapse and revival of American community* (pp. 15-28, 31-47, 48-64, 336-349, 367-401, 402-414). New York: Simon & Schuster.

March 5, 2002

SPRING BREAK

Session 9. March 12, 2002

Democracy in America: Reality and Action Discussion

The instructor will ask for brief reflections on Dr. Sherraden's visit, and share the mid-semester evaluation findings. Students will then lead the class in discussion about the relationship between civic engagement and democracy. The class should be challenged to think of social work interventions that increase the capacity of citizens to be engaged.

Liberty: History and Philosophy Lecture

The instructor will lecture on the notion of liberty. She will provide historical and philosophical details on the ideal of freedom, and how it has been approached.

Readings for Liberty: History and Philosophy

Sen, A. (1999). Freedom and the foundations of justice. *Development as Freedom* (pp. 54-86). New York: Anchor Books.

Foner, E. (1998). Introduction, To call it freedom, and An empire of liberty. *The story of American freedom* (pp. xiii-xxii, 3-28, 29-46, 47-68). New York: W.W. Norton & Company.

Session 10. March 19, 2002

Liberty: History and Philosophy Discussion

Students will lead the class in discussion of how liberty relates to justice. Examples from students' home communities and countries would be illustrative. All students should consider the relationship between opportunity and freedom.

Liberty: Reality and Action Lecture

The instructor will lecture on how liberty is actualized through policies and programs. Citizen rights and responsibilities will be discussed.

Readings for Liberty: Reality and Action

Dewey, J. (1993). The Democratic conception in education (1916) and Liberty and social control (1935). In D. Morris & I. Shapiro (Eds.), *The Political Writings* (p.p., 110-120, 158-160). Indianapolis, Indiana: Hackett Publishing.

Bok, D.C. (1996). Individual freedom under law. *The state of the nation: Government and the quest for a better society* (pp. 295-312). Cambridge, MA: Harvard University Press.

Murry, C. (1997). The Framework. *What it means to be a libertarian: A personal interpretation* (pp. 3-44) XX:XX.

Kaminer, W. (1999). Taking Liberties: The New Assault on Freedom. *The American Prospect*, 42, 1-9.

Session 11. March 26, 2002

Liberty: Reality and Action Discussion

Possible guest speaker on libertarianism, the first amendment, and free speech. Speaker will respond to students' questions.

Equality: History and Philosophy Lecture

The instructor will lecture on the concept of equality, juxtaposing it to equity. Human difference, as the basis for resource distribution and exchange, will be discussed as will the role of government in equality.

Readings for Equality: History and Philosophy

Sen, A. (1992). Equality of what?. *Inequality reexamined* (pp. 12-30). New York: Russell Sage Foundation.

Glazer, N. (1988). Why isn't there more equality? *The limits of social policy* (pp. 156-167). Cambridge, MA: Harvard University Press.

Goodwin, R.N. (1988). Prelude and The Great Society. *Remembering America: A voice from the sixties* (pp. 3-10, 267-292). Boston, MA: Little, Brown.

Methaug, X. (1996). Fair Chances. *Equal opportunity theory* (pp. 15-33). XX:XX.

Session 12. April 2, 2002

Equality: History and Philosophy Discussion

Students will lead a discussion on the meaning of equality to them as social workers.

Equality: Reality and Action Lecture

The notion of "fairness" will be the basis of the instructor's lecture. The status of human equality will be reviewed.

Readings for Equality: Reality and Action

Haveman, R.H. (1988). Introduction and Economic differences among us: Some perspectives on inequality. *Starting even: An equal opportunity program to combat the nation's new poverty* (pp. 17-50). New York: Simon and Schuster.

Bok, D.C. (1996). Race, Career opportunities, Summing up, Questioning the verdict, and The role of government. *The state of the nation: Government and the quest for a better society* (pp. 174-190, 191-214, 359-425). Cambridge, MA: Harvard University Press.

Session 13. April 9, 2002

DRAFT PAPER DUE FOR REVIEW

Equality: Reality and Action Discussion

Students will lead the class in discussion about how equality can be approached. Key challenges and possibilities should be discussed.

In conjunction with the instructor, students will decide how the papers will be grouped and reviewed. The review and critique assignment will be discussed.

Read and Critique Assigned Justice Papers

GWB lecture series, April 11, 2002 at 1:10p.m.

Paying for the Past to Secure the Future: An Assets Perspective on Reparations to African-Americans, Melvin Oliver, Ph.D.

Session 14. April 16, 2002

WRITTEN CRITIQUES DUE

Discussion and Review of Social Work and Social Justice Papers

Read and Critique Assigned Justice Papers

Session 15. April 23, 2002

WRITTEN CRITIQUES DUE

Discussion and Review of Social Work and Social Justice Papers

Readings for Looking Back and Moving Forward

Rorty, R. (1999). Looking backwards from the year 2096. *Philosophy and social hope* (pp. 243-251). New York: Penguin.

Kennedy, R.F. (1967). Affirmation of freedom: Speech at the University of Cape Town, South Africa. In *American Values and Virtues*. XX:XX.

Session 16. April 30, 2002 FINAL PAPER DUE

Looking Back and Moving Forward Discussion

The instructor will lead a summative discussion on what was learned over the course of the semester. An emphasis will be placed on the implications of the course for social work practice, and how students intend to utilize what they have learned.

Course Evaluation

Students will complete a final, written evaluation of the course.

May 7, 2002

PAPERS RETURNED AND GRADES SUBMITTED