

SOWK 705: Leading Public Discourse

Section 67703

3 Units

Fall 2024, Monday 5:00 to 7:00 p.m. Pacific Time

Location: VAC

SYLLABUS

(Subject to change)

*I guess I understand a public intellectual to be somebody who moves public discourse forward:
someone who either says something new or says something
that everybody knows to be true but is afraid to express.
- Lionel Shriver*

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I. Course Prerequisites and/or Co-Requisites

None

II. Catalogue Description

This doctoral course will develop a range of skills in leading public discourse for the purposes of increasing civic engagement and public participation, building broad-based public support, and enabling competencies such as the following:

1. Utilizing knowledge to generate change for the benefit of vulnerable and at-risk populations and the Social Work profession;
2. Facilitating social connectivity;
3. Constructing and defining critical perspectives;
4. Ensuring transparency and accountability; and
5. Strengthening civic agency.

A necessary focus of the course is to effectively navigate and understand social media, how to build social media marketing strategies to communicate, and how to track their effectiveness (message management).

Discourse is written or spoken communication or debate. Public discourse, for the purposes of this doctoral course, is defined as using all forms of media, social, written, and oral, with professional presentational skills to communicate thought and influence others at personal, organizational, governmental, and societal levels. Doctoral students are expected to become thought leaders in their selected Grand Challenge(s).

III. Course Description

This doctoral course creates a learning environment for each candidate to utilize three organizing principles in leading public discourse: Discovery, Communication, and Action. Leading Public Discourse combines analyses of civil society and the role of media in transformational change. The course will examine the utilization of contemporary and historical sources, the current state and future directions for social work, the public media, and the information needs of communities, organizations, and American society. Professional social work must communicate core expertise and empirically informed interventions vital for informed citizenship to sustain and create a dynamic and responsive democratic culture. Across the trajectory of the course, a range of other institutions and practices that have similarly contributed to an informed democracy will be analyzed.

This doctoral course examines public discourse as it relates to: culture and media; social networking and social capital; measuring, monitoring, and analyzing social media trends and impacts; social media and the government; race, class and the digital divide; economics and ownership; privacy; law and ethics; identity and reputation; and, historical antecedents, theoretical (focusing on how different speakers and writers have conceived of civic engagement, public participation, political economy, and social capital), technological (understanding how the affordances and uses of different kinds of media enabled achievement of goals), and applied (seeking future models for how professional social workers, citizens, policy makers, and journalists might collaborate to better meet the informational and cultural needs of our times). Also explored is how new media practices may be altering our conception of democracy, government, citizenship, and community; seeking to better grasp what remains the same and what changes are required as we interact with each other via virtual worlds and social networks rather than in physical coffee houses, town halls, and other public meeting places. Employing the Grand Challenges for Social Work, students will design strategies and publicly present their ideas to lead public discourse through the themes of effective change strategies and influencing public perception.

IV. Course Objectives

By the completion of this course, students will be able to:	
1.	Create a communication strategy for leading public discourse by applying personal, interpersonal, team, constituency, and organizational skills grounded in behavioral science theory and research. [DSW #1, 3, 4, 5, 7]
2.	Apply and communicate advocacy skills to evaluate and influence public discourse across practice arenas to achieve social & economic justice for society. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
3.	Analyze public and political discourse to understand: power and influence, ethics & values, diversity, inclusion, & multiculturalism, when leading and engaging followers, clients, constituents, and diverse populations as in communities, organizations, and systems. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
4.	Communicate change strategies and support healthy functioning in groups, teams, communities, organizations, and systems to respond to the needs of diverse and multicultural populations. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
5.	Master the application of innovative strength-based leadership skills in public discourse and create a plan to communicate a public discourse strategy as a means to effect change. [DSW #1, 2, 3, 4, 5, 6, 7, 9]

V. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

VI. Student Learning Outcomes

Objectives	
1	Demonstrate a communication strategy for leading public discourse applying personal, interpersonal, team, followership, and organizational skills grounded in behavioral science theory and research. [SLO #1, 3, 4, 5, 7]
2	Demonstrate, apply, and communicate skills of evaluation, advocacy, and influence employing the skills in leading public discourse across a spectrum of practice arenas to achieve social & economic justice for society. [SLO #1, 2, 3, 4, 5, 6, 7, 9]
3	Demonstrate the knowledge and skills related to communication, evaluation, and analyzing public discourse to include power and influence, ethics & values, diversity, inclusion, & multiculturalism, when leading and engaging followers, clients, constituents, and diverse populations as change agents in communities, organizations, and systems. [SLO #1, 2, 3, 4, 5, 6, 7, 9]
4	Demonstrate skills in leading and evaluating public discourse to motivate, communicate, change, and support healthy functioning in groups, teams, communities, organizations, and systems; and to respond to the needs of diverse and multicultural populations. [SLO #1, 2, 3, 4, 5, 6, 7, 9]
5	Demonstrate innovative strength-based leadership skills to lead public discourse and develop a plan to employ a public discourse strategy as a means to effect change. [SLO #1, 2, 3, 4, 5, 6, 7, 9]

VII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Due Date	% of Grade
Assignment 1: Grand Challenge, Leading, & Influencing Public Discourse Paper and In-Class Talk	Unit 3 Sep 9th	20%
Assignment 2: Two Minute Talk - YouTube Upload	Unit 4 Sep 16th	10%
Assignment 3: Op-Ed	Unit 7 Oct 7th	25%
Assignment 4: Proposal for TED-Like Talk Based on Grand Challenge	Unit 9 Oct 21st	10%
Assignment 5: TED-like TALK Rehearsal to Classmates	Unit 11-13 Nov 4th, 11th, 18th	15%
Assignment 6: Ted-Like Talk on Grand Challenge	Unit 15 Dec 2nd	20%

Note: Precise oral and written skills are developed in this course. Written assignments are evaluated on the quality of the ideas presented and the ability to use and cite pertinent literature correctly using the appropriate writing style for the media source. Written assignments must be clear and concise, well organized, and reflect an integrated understanding of the reading assignments, lectures, outside sources of literature, and relevant experiences and information.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1: Grand Challenge Public Discourse Paper & Live In-Class Talk (20%) Due: Unit 3

Part I. Grand Challenge Public Discourse Paper: Students will investigate and write a paper using sources from the popular press describing the current public discourse, deliberation, and rhetoric about their Grand Challenge selection.

Part II. Live In-Class Talk: Students will briefly present their *WHY* during class.

Assignment 2: Talk Component: From the Page to the Stage. (10%) Due: Unit 4

Students will actualize their ideas into a 2-minute highlight reel talk that articulates and defines a path forward for tackling their chosen Grand Challenge.

Assignment 3: Op-Ed (25%) Due: Unit 7

Students will build upon previous work and contribute to the current discourse about their selected Grand Challenge(s) and write an Op-Ed.

Assignment 4: Proposal for TED-like talk based on Grand Challenge (10%) Due: Unit 9

Students will write a proposal that will include an outline and narrative of what will be articulated and in the format it will be presented. Relevant information garnered from the previous papers can be included.

Assignment 5: TED-like TALK in-class rehearsal to classmates (20%) Due: Units 11-13

Students will present a short five-minute version of their final TED-like talk live to the class.

Assignment 6: Ted-Like Talk on Grand Challenge (10%) Due: Unit 15

Students will upload their full Ted-like Talk onto Canvas and are encouraged to upload to YouTube.

Class Participation

There are no points awarded for participating as doctoral students are expected to be present for every class and contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation. Class participation consists of meaningful, thoughtful, and respectful participation based on completed required & independent readings & assignments prior to class. When in class, doctoral students demonstrate understanding of the material & are prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Placing camera on hold for longer than a few minutes is not considered participation. Placing camera on hold for longer than a few minutes is equivalent to an absence. Professors will document these insistences for grading purposes.

Doctoral students are expected to participate & complete in-class exercises. Exercises are used to stimulate discussion, encourage critical thinking, and reinforce learning. Doctoral student’s participation in the weekly asynchronous exercises is monitored. Although no points are awarded, failure to participate will lead to a reduction in grade. Students who are more than five minutes late, leave early, or miss more than two classes **will have five percent deducted from their FINAL GRADE.**

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another’s point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student’s responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below “C” is considered a failing grade for graduate students at USC.

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

IX. Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

X. Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official "Incomplete Completion Form."

XI. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIII. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XIV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

Special Note on the Use of AI Generators

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see [USC Libraries' generative AI guide](#)), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the

instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity](#).

XV. Course Content Distribution and Synchronous Session Recordings

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

XVI. Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

XVII. Required Textbooks

Kotter, J. (2012). *Leading Change*. Harvard Business Review Press.

Rodin, J. & Steinberg, S.P. (Eds.). (2003). *Public Discourse in America: Conversation and Community in the 21st Century*. University of Pennsylvania Press.

In addition to the required texts, other required readings are available through USC's online reserves system ARES and/or in the USC Libraries. A USC email address and password are required to access the system: <https://reserves.usc.edu/ares/ares.dll>. Use the search bar to locate the course by School, course number, or Lead Instructor's last name.

XVIII. Recommended Materials & Resources

Additional required and recommended readings/viewings may be assigned by the instructor.

Salzman, M. (2017). *Agile PR: Expert Messaging in a Hyper-Connected, Always-On World*. New York: AMACOM

Aimes, N. & FitzGerald, K. (2015). *Writing Clearly for Clients & Colleagues: The Human Service Practitioners Guide*. Lyceum.

The Elements of Style: <http://www.bartleby.com/141/>

Center for Social Impact. University of Michigan. <http://socialimpact.umich.edu>

Center for Public Deliberation: <http://cpd.colostate.edu/>

Critical Discourse Studies: <http://www.tandfonline.com/toc/rcds20/current>

Council on Social Work Education: www.cswe.org/

Deliberative Democracy Consortium: www.deliberative-democracy.net/

Discourse Studies: <http://dis.sagepub.com/>

Groundswell blog: <http://blogs.forresster.com/groundswell>

Journal of Public Deliberation: <http://www.publicdeliberation.net/jpd/>

Journal of Discourse Studies: <http://www.discourses.org/resources/journals/>

The Kettering Foundation: <https://www.kettering.org/>

National Association of Social Workers: <http://www.naswdc.org>

Penn National Commission on Society, Culture and Community: <http://www.upenn.edu/pnc/>

Rhetorical Questions: <http://press.uchicago.edu/ucp/books/book/chicago/R/bo3629649.html>

Social Work Hall of Distinction: <http://www.socialworkhallofdistinction.org>

Support the Work of Public Discourse: <http://www.thepublicdiscourse.com/2013/08/10802/>

TechCrunch: <http://www.techcrunch.com>

The Leader to Leader Institute: <http://leadertoleader.org/>

The Center for Creative Leadership: <http://www.ccl.org/leadership/index.aspx>

The Greenleaf Center for Servant-Leadership: <http://www.greenleaf.org/>

What is Public Discourse: <http://www.thepublicdiscourse.com/2009/10/945/>

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide:

The OWL at Purdue. <https://owl.purdue.edu/>

USC guide to avoiding plagiarism:

<https://libguides.usc.edu/writingguide/plagiarism>

USC guide to APA 7th writing style <https://libguides.usc.edu/APA7th>

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research. Available at <http://www.iaswresearch.org>

Society for Social Work and Research. Available at <http://www.sswr.org>

Council on Social Work Education (CSWE). Available at <https://www.cswe.org/>

Note About Bias:

A series of Implicit Bias Tests and a TED talk by Verna Myers about overcoming bias.

https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en

<https://implicit.harvard.edu/implicit/takeatest.html>

Note About Public Discourse:

Most of the current literature about Public Discourse is found in keywords: **Public Deliberation** or **Discourse**. Public Deliberation is an approach to politics in which citizens, not just experts or politicians are deeply involved in community problem solving and public decision making. Working with trained facilitators who utilize a variety of deliberative techniques, citizens come together and consider relevant facts and values from multiple points of view; listen to one another in order to think critically about the various options before them and consider the underlying tensions and tough choices inherent to most public issues; and ultimately seek to come to some conclusion for action in the form of a reasoned public judgment. Not politics as usual. Too often, in our political system bad communication is seemingly rewarded. Despite any good intentions, politicians and candidates often rely on arguments or attacks that simplify issues and exaggerate differences. Campaigns frame tough questions as if there are obvious choices (high taxes v. low taxes or good roads vs. bad roads), rather than the tough choices and value dilemmas inherent to public policy decisions (high taxes and good roads v. low taxes and bad roads). For democracy to thrive, decision-makers need to confront the complexity of issues and attempt to balance competing values, not distract from them. Such considerations are at the heart of deliberation. The practice of good public deliberation/discourse is the cornerstone of democratic and community politics. Public Deliberation connects people, even those with conflicting interests, in a way that allows them to make decisions and act in regard to problems or challenging circumstances. Public Deliberation can also reveal new possibilities for action that individuals alone did not see before.

Deliberative democracy is also of particular interest to communication scholars. Indeed, the art of public deliberation in many ways represents the traditional heart of a rhetorical education spanning back to the classical Greek and Roman societies. Far removed from the manipulative “non-contradictory” argumentation that typifies much contemporary political debate, an ideal rhetorical perspective seeks out opposing perspectives, understands the importance of factual information, considers the inherent value dilemmas in all public controversies, and relies on structured discussion and debate to help achieve the critical goal of reasoned judgment. Public Deliberation should also be differentiated from dialogue; while similar in the sense that both encourage greater understanding and respect between diverse groups, public deliberation goes further by asking participants to focus on the often-unpleasant costs and consequences of various options and ultimately come to a decision.

(Excerpted from: <http://cpd.colostate.edu/about-us/what-is-public-deliberation/>)

XIX. Course Schedule

The table below presents the topics for each unit of instruction. Students are expected to attend class having completed the required readings, viewings, and asynchronous course material.

Unit	Topic	Readings	Dates
1	Introduction to Public Discourse <ul style="list-style-type: none"> • Introductions • Explanation of syllabus and required assignments • Good public discourse!? • Penn National Commission on Society, Culture, & Community 	Required Viewings: <ul style="list-style-type: none"> • Adam Galinsky: How to speak up for yourself. www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself Required Readings: <p>Center for Media Justice in partnership with Color of Change. Culture Shift: From Scale to Power. At :https://mediajustice.org/wp-content/uploads/2015/08/digital_culture_shift_report.pdf pp.9-14</p> <p>*Go to the American Academy of Social Work & Social Welfare website: www.aaswsw.org to learn more and stay involved with the Grand Challenges initiative.</p> <p>Barth, R.P., Uehara, E; & Fong, R. (2015). <i>Grand Challenges for Social Work</i>. American Academy of Social Work & Social Welfare. Go to www.aaswsw.org to sign up for the American Academy for Social Work & Social Welfare. Sign up for the Grand Challenge(s) that most interest you.</p> <p>Ryfe, D. M. (2003). The principles of public discourse. What is good public discourse? In J. Rodin & S.P. Steinberg (Eds.). (2011). <i>Public Discourse in America: Conversation and Community in the 21st Century</i>. University of Pennsylvania Press. P.163-177</p> <p>Woodly, D.R. (2015). <i>The Politics of Common Sense: How Social Movements Use Public Discourse to Change politics and Win Acceptance</i>. Chapter one. P.19-34</p>	Aug 26
2	Developing Leaders of Public Discourse <ul style="list-style-type: none"> • Developing leaders of the Grand Challenges • Mission, Vision, Change Vision • Two-minute practice video upload on asynchronous re: leadership strengths 	Required Viewings: <ul style="list-style-type: none"> • Empowering Rising Leaders https://www.youtube.com/watch?reload=9&v=o-v7E8WK2lw • John Maxwell: The five levels of Leadership https://www.youtube.com/watch?v=jsjlJCOzmkh • A Leadership Style That Works For All https://www.youtube.com/watch?v=3oi6UEXPoKg • How Great Leaders Inspire Action https://www.youtube.com/watch?v=qp0HIF3Sfl4 Required Readings: <p>Brokaw, L. (2012). Self-Awareness: A Key to Better Leadership. <i>MIT Sloan Management Review</i>. Pp. 18-29. http://sloanreview.mit.edu/article/self-awareness-a-key-to-better-leadership/</p>	Sep 2 No Zoom Class – Labor Day Holiday

Unit	Topic	Readings	Dates
		<p>Deming, W.E. (2013). <i>The Essential Deming: Leadership Principles from the Father of Quality</i>. McGraw. View three videos; join Deming; https://www.deming.org/</p> <p>Hernez-Broome, G. & Hughes, R. (2014). <i>Leadership Development: Past, Present, & Future</i>. Center for Creative Leadership. <i>Human Resource Planning</i>, 27, 3(2), 231-246 http://www.ccl.org/leadership/pdf/research/cclLeadershipDevelopment.pdf</p> <p>Packer, G. The left needs a language potent enough to counter Trump. <i>The Atlantic</i>: https://www.theatlantic.com/ideas/archive/2019/08/language-trump-era/595570/</p> <p>Schudson, M. (2011). Leadership in a complex democratic society. In J. Rodin & S.P. Steinberg (Eds.). (2011). <i>Public Discourse in America: Conversation and Community in the 21st Century</i>. University of Pennsylvania Press. P.89-95</p>	
3	<p>Engaging in Public Discourse</p> <ul style="list-style-type: none"> • TED Talks (Technology, Entertainment, and Design) 	<p>Required Viewings:</p> <ul style="list-style-type: none"> • How to Overcome our Bias? https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en • Black Trans Lives Matter D-L Stewart TEDxCSU https://www.youtube.com/watch?v=bs67v5klQI4 • The Biggest Mistake Would-Be TED Speakers Make! According to Head Curator Chris Anderson, says it's "heartbreaking" to turn people down for this reason. https://www.inc.com/minda-zetlin/ted-talks-speakers-biggest-mistake-chris-anderson.html • Chris Anderson: TED's secret to great public speaking http://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking?headline=The_good_the_bad_and_the_ugly_of_TED_Talks_by_Eric_Hudson_on_Prezi https://prezi.com/hmcg0ylongom/the-good-the-bad-and-the-ugly-of-ted-talks/ <p>Required Readings:</p> <p>Rosen, J. (2011). Part of our world: Journalism as civic leadership. In J. Rodin & S.P. Steinberg (Eds.). (2011). <i>Public Discourse in America: Conversation and Community in the 21st Century</i>. University of Pennsylvania Press. P.106-116</p> <p>Rosen, J. (2011). Lessons from the field: Practitioner perspectives on public discourse programs. In J. Rodin & S.P. Steinberg (Eds.). (2011). <i>Public Discourse in America: Conversation and Community in the 21st Century</i>. University of Pennsylvania Press. P.201-212</p> <p>Ryfe, D. M. (2011). The practice of public discourse. A study of sixteen discourse organizations. In J. Rodin & S.P. Steinberg (Eds.). (2011). <i>Public</i></p>	<p>Sep 9</p> <p>Assignment 1 due</p>

Unit	Topic	Readings	Dates
		<i>Discourse in America: Conversation and Community in the 21st Century.</i> University of Pennsylvania Press. P.184-200	
4	Social Media and Public Discourse <ul style="list-style-type: none"> The role of social media Creating community in cyberspace Privacy & anonymity Vulnerability in public speaking 	Things to do before class: <ul style="list-style-type: none"> Create a LinkedIn account (free): https://www.linkedin.com/ Look into starting Your own Podcast (free): <i>Speaker's</i> wide range of tools covers every step of the podcasting process, from simple recording and broadcasting apps to analytics on your audience. https://www.spreaker.com/ Note: In class the instructor will begin a conversation regarding each students' potential podcast. Be ready to discuss brainstorming concepts regarding 1) Nature of the Podcast 2) Mission and Objectives 3) Potential Format 4) Potential Speakers 5) Potential Topics Create a Twitter account related to the Grand Challenges (free): Make an introductory Tweet. You will have several opportunities to Tweet throughout the course; however, you can Tweet as often as you want relative to the discourse you are creating about the Grand Challenges. <u>Create a Twitter Account: Hashtags.org</u> Adventures in Twitter Fiction https://www.ted.com/talks/andrew_fitzgerald_adventures_in_twitter_fiction?language=en Required Viewings: <ul style="list-style-type: none"> Title: Social movements I Society and Culture https://www.youtube.com/watch?v=y7YPTD7QwR4 Title: Privacy in the Digital Age I Nicholas Martino I TEDxFSCJ https://www.youtube.com/watch?v=PuhifEL5VsU Required Readings: <p>Jenkins, H., Ford, S., & Green, J. (2013). <i>Spreadable Media: Creating Value & Meaning in a Networked Culture.</i> New York University Press. http://spreadablemedia.org</p> <p>Steinberg, S.P. (2011). <i>Creating community in cyberspace: Criteria for a discourse technology project.</i> In J. Rodin & S.P. Steinberg (Eds.). (2011). <i>Public Discourse in America: Conversation & Community in the 21st Century.</i> University of Penna. Press. P.237-248</p>	Sep 16 Assignment 2 due
5	Gender, Leadership, and Public Discourse <ul style="list-style-type: none"> Race, intersectionality, and public discourse 	Required Viewing: <ul style="list-style-type: none"> Sheryl Sandberg on Leadership: https://www.youtube.com/watch?v=18uDutylDa4 Professor Kimberlé Crenshaw Defines Intersectionality: https://www.youtube.com/watch?v=sWP92i7JLIQ 	Sep 23

Unit	Topic	Readings	Dates
		<ul style="list-style-type: none"> How Gendered Discourse Perpetuates Bias Dr. Stephanie Barnes Taylor: https://www.youtube.com/watch?v=Qo6pPbcgEXE I've lived as a man & a woman -- here's what I learned Paula Stone Williams TEDxMileHigh: https://www.youtube.com/watch?v=lrYx7HaUIMY <p>Required Readings: Kimberlé Crenshaw on Intersectionality, More than Two Decades Later, Found at https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later Does Your Definition of Leadership Exclude Women of Color? Found at https://hbr.org/2021/01/does-your-definition-of-leadership-exclude-women-of-color Black Trans Women Seek More Space in the Movement They Helped Start Found at https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html</p>	
6	<p>Leading Diversity in Public Discourse</p> <ul style="list-style-type: none"> Race and the digital divide Building trust in diverse communities 	<p>Required Viewing:</p> <ul style="list-style-type: none"> Leadership in Cross-Cultural Environments https://www.youtube.com/watch?v=jPFbvN75Y2w Surprising Ways to Offend People In Other Countries https://www.youtube.com/watch?v=UTE0G9amZnk <p>Required Reading: Lead Read Today. (2021). Transgender leaders and authenticity. Retrieved from https://fisher.osu.edu/blogs/leadreadtoday/transgender-leaders-and-authenticity Robinson, S. (2018). <i>Networked news, racial divides: how power and privilege shape public discourse in progressive communities</i>. Cambridge University Press. pp. 121-159 & 194-23. What We Get Wrong About 'People of Color': The phrase turns a plural into a singular, an action that betrays all the ways we have come to understand contemporary identity. Retrieve from https://www.wired.com/story/rethinking-phrase-people-of-color/ LGBT Policy Discourse and Prevention of Homophobic Bullying https://pediatrics.aappublications.org/content/143/6/e20190903 Why Black, Indigenous and Other People of Color Experience Greater Harm During the Pandemic. https://www.smithsonianmag.com/smithsonian-institution/why-blacks-indigenous-and-other-people-color-experience-greater-harm-during-pandemic-180975773/</p>	Sep 30

Unit	Topic	Readings	Dates
		<p>Carlyle, T. (1849). The occasional discourse of the Negro question. Fraser's Magazine for Town & Country. http://cruel.org/econthought/texts/carlyle/carlodnq.html</p> <p>Eagly, A & Chin, J. (2010). <i>Diversity and leadership in a changing world</i>. American Psychologist, Vol 65(3), Apr, 216-224.</p> <p>Fitzgerald, T. (2015). <i>Black Males & Racism: Improving the Schooling & Life Chances of African Americans</i>. Paradigm Chaps 2,3,7,8.</p> <p>Garcia, M.J. (2014). <i>The Chicano Movement: Perspectives from the 21st century</i>. Rutledge.</p>	
7	<p>Leading Transformational Change with Public Discourse</p> <ul style="list-style-type: none"> Leading transformational change Paradigms 	<p>Required Readings:</p> <p>Black Lives Matter: Affirm the Sentence, Not the Movement, Found at https://www.thepublicdiscourse.com/2020/06/65132/</p> <p>Black Lives Matter movement uses creative tactics to confront systemic racism, Found at https://theconversation.com/black-lives-matter-movement-uses-creative-tactics-to-confront-systemic-racism-143273</p> <p>Trans Women and Public Restrooms: The Legal Discourse and Its Violence, Found at https://www.frontiersin.org/articles/10.3389/fsoc.2021.652777/full</p>	<p>Oct 7</p> <p>Assignment 3 due</p>
8	<p>Values, Ethics, and Public Discourse</p> <ul style="list-style-type: none"> Values, ethics, and public discourse 	<p>Required Viewings:</p> <ul style="list-style-type: none"> Apple CEO Tim Cook on Ethical Leadership https://www.youtube.com/watch?v=3ygNKNaMv4c Cheating Ethics Lecture at TEDx https://www.youtube.com/watch?v=Tqc-WSkUQZ8 	<p>Oct 14</p> <p>Assignment 2 due</p>
9	<p>Motivation, Communication, and Public Discourse</p> <ul style="list-style-type: none"> Motivation Communication 	<p>Required Viewings:</p> <ul style="list-style-type: none"> Leaders Care: Inspirational Leadership: https://www.youtube.com/watch?v=03o1JZ7c7gI <p>Required Readings:</p> <p>Grubbs, Warmke, B., Tosi, J., James, A. S., & Campbell, W. K. (2019). Moral grandstanding in public discourse: Status-seeking motives as a potential explanatory mechanism in predicting conflict. PloS One, 14(10), e0223749–e0223749. https://doi.org/10.1371/journal.pone.0223749,</p> <p>van Bezouw, & Kutlaca, M. (2019). What do we want? Examining the motivating role of goals in social movement mobilization. Journal of Social and Political Psychology, 7(1), 33–51. https://doi.org/10.5964/jspp.v7i1.796</p> <p>What Really Motivates People To Rally Behind A Cause, Found at https://www.fastcompany.com/3037446/what-really-motivates-people-to-rally-behind-a-cause</p>	<p>Oct 21</p> <p>Assignment 4 due</p>

Unit	Topic	Readings	Dates
10	Power, Influence, and Empowerment <ul style="list-style-type: none"> Power and influence The sources of power, gaining power, and using power effectively and ethically Implications for empowerment 	Required Viewings: <ul style="list-style-type: none"> Authentic Leadership for the Future: https://www.youtube.com/watch?v=oQrqH3VSJwY Mr. Rogers and the Power of Persuasion: https://www.youtube.com/watch?v=DGdDQrXv5JU Required Readings: <p>Social Rhetoric in the time of Covid-19: The art of compliance, Found at https://blogs.lse.ac.uk/psychologylse/2021/02/07/social-rhetoric-in-the-time-of-covid-19-the-art-of-compliance/</p> <p>The Rhetorical Triangle: Making Your Communications Credible and Engaging, Found at https://www.mindtools.com/pages/article/Rhetorical_Triangle.htm</p> <p>The Rhetoric of Great Powers, Found at https://www.researchgate.net/publication/315762564_The_Rhetoric_of_Great_Powers</p>	Oct 28
11	Democracy, News Media, and Public Discourse <ul style="list-style-type: none"> Democracy and the news media Leading public discourse in a new world 	Required Viewings: <ul style="list-style-type: none"> Why we Shouldn't Trust Markets With our Civic Life: http://www.ted.com/talks/michael_sandel_why_we_shouldn_t_trust_markets_with_our_civic_life The Importance of Leading in Community Service: https://www.youtube.com/watch?v=5OqqAKHfHv8 Leadership Lessons https://www.youtube.com/watch?v=fW8amMCVAJQ 	Nov 4 Assignment 5 due
12	World Perspectives, Social Movements, and Public Discourse <ul style="list-style-type: none"> World perspectives Social movements 	Required Viewings: <ul style="list-style-type: none"> Great Leaders of the World Who Inspired the Humanity https://www.youtube.com/watch?v=gC9OKd96Gs8 Viva la Causa https://www.youtube.com/watch?v=N4yb5exPJkk 	Nov 11 No Zoom Class – Veterans Day Holiday
13	Team Building, Delegating, Coaching, and Mentoring <ul style="list-style-type: none"> Team building Delegating, coaching, and mentoring 	Recommended Viewing: <ul style="list-style-type: none"> Executive Peer Group: How to Develop your Leadership Skills https://www.youtube.com/watch?v=ttrHYXiCNcM Situational Leadership https://www.youtube.com/watch?v=NUGdw3S_FGE Recommended Readings: <p>Boyatzis, R.; Smith, M. & Blaize, N.(2006). Developing Sustainable Leaders Through Coaching and Compassion. <i>Academy of Management: Learning and Education</i>. March 1, 2006 vol. 5 no. 1, pp. 8-24.</p> <p>Bronstein, L. R. (2003). A model for interdisciplinary collaboration. <i>National Association of Social Workers, Inc.</i>, 48(3), 297-306.</p>	Nov 18

Unit	Topic	Readings	Dates
		<p>Katzenbach, J.R., Eisenhardt, K.M. & Gratton, L. (2013). <i>On Teams</i>. Harvard Business Review Press.</p> <p>Katzenbach, J.R. & Smith, D.K. (2015). <i>The Wisdom of Teams: Creating the High Performance Organization</i>. Harvard Business Review Press.</p> <p>Scandura, T.(1998). Dysfunctional Mentoring Relationships and Outcomes <i>Journal of Management</i>. June 1998 vol. 24 no. 3, pp. 449-467.</p> <p>Yun, S. & Cox, J. (2007). Leadership and Teamwork: The Effects of Leadership & Job Satisfaction on Team Citizenship. <i>International Journal of Leadership Studies</i>, Vol. 2 (3), pp. 171-193.</p>	
14	<p>Conflict, Change, and Public Discourse</p> <ul style="list-style-type: none"> • Causes of conflict • Conflict resolution • Leading change in organizations • Leading causes and social movements 	<p>Recommended Viewing:</p> <ul style="list-style-type: none"> • Negotiation and Conflict Management in Leadership: https://www.youtube.com/watch?v=ufjV1fdCTbQ • Science Of Persuasion: https://www.youtube.com/watch?v=cFdCzN7RYbw <p>Recommended Readings:</p> <p>Beswick, D. & Jackson, P. (2015). <i>Conflict, Security, Development</i> (2nd Ed). Routledge.</p> <p>Caspersen, D. (2015). <i>Changing the Conversation: The 17 Principles of Conflict Resolution</i>. Joost Elfferson Book</p> <p>Kazimoto,Paluku (2013). Analysis of conflict management and leadership for organizational change. <i>International Journal of Research In Social Sciences</i>. 2013. Vol. 3 (1). pp. 16-25</p> <p>Schmid, A.A. (2008). <i>Conflict & Cooperation: Institutional & Behavioral Economics</i>. Wiley.</p> <p>Wan, H. K. (2007). Conflict management behaviors of welfare practitioners in individualistic and collectivist culture. <i>Administration in Social Work</i>, 31(1), 49-65.</p>	Nov 25
15	<p>Reflections</p> <ul style="list-style-type: none"> • How has your notion and tactic changed since Week One? • What areas remain in terms of gaps in discourse and leadership within the chosen GC? 	<p>Recommended Readings:</p> <p>Dobbs, R., Koller, T. & Ramaswamy, S. (2015). The future and how to survive it. <i>Harvard Business Review</i> October. Pp.48-62.</p> <p>Kotter, J. (2012). <i>Leading Change</i>. Harvard Business Review Press. C.11&12, Pp. 169-183</p> <p>Pistrui, J. (2015). How managers can see the future more clearly. <i>Harvard Business Review</i>. October.</p>	Dec 2 Assignment 6 due

XX. University Statement on Academic Conduct and Support Systems Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: <https://dworakpeck.usc.edu/student-life/well-care-student-wellness-initiative> or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

VAC Students: Uwill Counseling Services

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students

(enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis

services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

XXII. List of Appendices

- A. Suzanne Dworak-Peck School of Social Work ADEI Statement
- B. Preamble to the NASW Code of Ethics
- C. Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix B: [National Association of Social Workers Code of Ethics](#)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Appendix C: Tips for Maximizing Your Learning Experience in this Course

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!