**School of Social Work**

**University of Wisconsin-Madison**

**1350 University Ave.**

**Madison WI 53706**

**Social Work 100**

**Fall, 2022**

**Instructor** Kristen Slack, PhD   
**Office Hours**: By appointment (online/Zoom)  
**Contact information:** ksslack@wisc.edu

**Class Days:** Tuesday & Thursday **Class Time**: 11:00am – 12:15pm  
**Location**: 184 Russell Labs **Credits**: 3   
**Instructional Mode:** Face to Face

**Office Hours**: By appointment (online)

1. **Course Description**

Students talk about wanting to make a difference – to change the world in some way. This course, especially designed for freshmen, helps students examine their ideas and values related to making a difference, teaches them to think critically about the meaning and methods of changing the world, and challenges them to integrate thoughtful evidence with their values and beliefs about doing good in the world. With a focus on the profession of social work and other helping professions, the course will consider a variety of social problems, and investigate and critique various approaches to creating change to improve social problems.

**Attributes and Designations**: this course counts as a Liberal Arts credit (E)

**Requisites**: no prerequisites, open to freshman students

**How Credit Hour is Met:** This class meets face to face over the fall semester and carries the expectation that students will work on course learning activities (readings, studying, completing assignments) for about 3 hours for every class period. The syllabus includes additional information about meeting times and expectations for student work. Students are expected to attend classes every Tuesday and Thursday.

1. **Course Overview**

Social Work 100 is a general elective course specifically designed for undergraduates across the campus who are in their freshman year.

Course Objectives

Objective 1: Students will develop a better understanding of their own motivations and skills for changing the world.

* + They will examine how their values and experiences affect their understanding of social problems and their prioritization of social problems.
  + They will examine how their values and experiences inform which types of social change approaches they may choose to engage in.

Objective 2: Students will develop the ability to examine the multiple and complex causes of social problems.

Objective 3: Students will develop an understanding of multiple approaches to social change, and the ability to critically evaluate pros and cons of different approaches.

Objective 4: Students will begin developing an understanding of how social work and other professions contribute to understanding and addressing social problems.

Objective 5: Students will further their skills in collaborating with peers, providing and incorporating feedback, and communicating their knowledge and ideas orally, visually (using a web-based application), and in writing.

1. **Course Content (Readings, links, and updates found on Canvas course site)**

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| --- | --- | --- | --- |
| **Week #** | **Date** | **Topic** | **Reading/Video and Assignment Due Dates** |
| 1 | Sept. 8 | Introduction and general overview of course. | Fill out [student information survey](https://www.surveymonkey.com/r/WPJSVCP) |
| 2 | Sept. 13 | What do we mean by *equality* and *equity?*  In-Class Activities:  -Brief syllabus tour  -Brief Canvas tour  -Brief tour of Cliovis  -Group assignment process | Video: *What is Fair?* (home video) |
| 2 | Sept. 15 | Aligning your strengths and values with your purpose  What do we mean by *social justice?*  In-Class Activities:  -Find your group members and arrange to meet on-line or in-person | Reading and (Ungraded) Assignment for Today:  -Vasan & Przybylo, Chapter 1  -Search the internet and bring a definition of “social justice” to class |
| 3 | Sept. 20 | Poverty  (Trends, differences, definitions, cross-national and cross-group comparisons)  In-Class Activities:  -Video: Poverty in a Comparative Perspective  -How to Search for Problem/Issue Definitions | Read for Today:  --Vasan & Przybylo, Chapters 3 & 4  -Explore the section on “Poverty Facts” on [this website](https://poverty.umich.edu/research-funding-opportunities/key-issues/poverty-facts/). Scroll down and expand the subsections. |
| 3 | Sept. 22 | Anti-poverty Solutions and Economic Justice  In-Class Activities:  -Using library search system  -Ungraded quiz on views of government anti-poverty programs | Read for Today:  -DeParle, J. (September 11, 2022). [Expanded safety net drives sharp drop in child poverty.](https://www.nytimes.com/2022/09/11/us/politics/child-poverty-analysis-safety-net.html?smid=url-share) *New York Times*.  -Thomson et al. (2022). [Summary of Main Government Programs Aimed at Reducing Child Poverty in the United States](https://www.childtrends.org/publications/lessons-from-a-historic-decline-in-child-poverty-main-government-programs-aimed-at-reducing-child-poverty-in-the-united-states). Child Trends. |
| 4 | Sept. 27 | Forms of Racism  Social Determinants of Health (SDOH)  Disproportionality and Disparity in Social Welfare Systems | Readings for Today:  -Jones, C.P. (2000). Levels of racism: A theoretic framework and a gardener’s tale. *American Journal of Public Health, 90(8),* 1212-1215.  -Explore the Centers for Disease Control and Prevention (CDC) [website on SDOH](https://www.cdc.gov/socialdeterminants/about.html).  -Boyd, R. (2022). Racial disproportionality and disparity in child welfare: A problem with ‘bias’ in the research. *Child Welfare, 100(1), 29-49.* |
| **Due by 11:59 pm on September 28: Group Project Plan Assignment** | | | |
| 4 | Sept. 29 | Creating Inclusive Spaces and Places  **Guest speaker** | Finish Readings from 9/27  Watch for Today:  “Making Communities More Inclusive Now” (Naaima Kahn): <https://youtu.be/uhL7OP_syJI> |
| 5 | Oct 4 | ­In-Class Activity:  Instructor Check-In: Questions on Cliovis, Library Search, etc. | Readings for Today:  [The State of the LGBTQ Community in 2020](https://www.americanprogress.org/article/state-lgbtq-community-2020/) |
| 5 | Oct. 6 | Stress, Trauma, and Health | Readings for Today:  [CDC Vital Signs, Adverse Childhood Experiences (ACEs): Preventing Early Trauma to Improve Adult Health.](https://www.cdc.gov/vitalsigns/aces/pdf/vs-1105-aces-H.pdf)  Watch for Today:  “Stop Chasing Purpose and Focus on Wellness”  (Chloe Hakim): <https://youtu.be/rKQLBiylsn8> |
| 6 | Oct. 11 | Educational Equity  In-Class Activity:  Meet with your Group to Work on Assignment #2 | Readings for Today:  Harris, E.A. & Hussey, K. (2016). In Connecticut, a wealth gap divides neighboring schools. *New York Times.*  Editorial Board (2016). A holistic ruling on broken schools. *New York Times.* |
| **Due by 11:59 pm October 12: Problem/Issue Definition Assignment** | | | |
| 6 | Oct. 13 | Health Equity  Critical Research Review  In-Class Activities:  -How to Search for Influential Research | Readings for Today:  Read Tolbert, J & Orgera, K. (2020). [Key Facts about the Uninsured Population.](https://www.kff.org/uninsured/issue-brief/key-facts-about-the-uninsured-population/)  Brown, E.C.B. et al. (2019). Assessment of rates of child maltreatment in states with Medicaid expansion vs. states without Medicaid expansion. *JAMA Network Open, 2(6),* e195529. |
| 7 | Oct. 18 | Racial Justice – Criminal Justice Systems  **Guest Speaker**  In-Class Activities:  -Practicing Critical Research Review | Readings for Today:  SKIM: Kovera, M.B. (2019). Racial disparities in the criminal justice system: Prevalence, causes, and a search for solutions. *Journal of Social Issues, 75(4)*, 1139-1164.  Pager, D., Bonikowski, B. & Western, B. (2009). Discrimination in the low-wage labor market: A field experiment. *American Sociological Review, 74*, 777-799. |
| 7 | Oct. 20 | Racial Justice -Child Welfare Systems  In-Class Activity:  Meet with your Group to Work on Assignment #3 | Watch for Today:  Roberts, D. (April 27, 2022). Author discussion on “Torn Apart: How the Child Welfare System Destroys Black Families”. Access at: <https://www.youtube.com/watch?v=SVgXfSToVCQ> |
| 8 | Oct. 25 | Social Impact Entrepreneurship  **Guest Speaker** | Readings for Today:  --Vasan & Przybylo, Chapters 14, 15, 16 |
| 8 | Oct. 27 | Environmental Justice  **Guest Speaker** | Watch for today:  “Kiss the Ground” on Netflix  Students can access for free at [this link](https://kissthegroundmovie.com/for-schools/) |
| 9 | Nov 1 | Housing Instability and Homelessness | Readings for Today:  Badger, E. (September 25, 2022). Whatever Happened to the Starter Home? *New York Times.*  Fowler, P.J., Hovmand, P.S., Marcal, K.E. & Das, S. (2019). Solving homelessness from a complex systems perspective: Insights for prevention responses. *Annual Review of Public Health, 40*, 465–486.  In-Class Activity:  Meet with your Group to Work on Assignment #3 |
| 9 | Nov 3 | Food Insufficiency and Hunger | Readings for Today:  Pathak, A., Richards, R. & Jarsulic, M. (2022). [*The United States Can End Hunger and Food Insecurity for Millions of People*](https://www.americanprogress.org/article/the-united-states-can-end-hunger-and-food-insecurity-for-millions-of-people/)*.* Center for American Progress. |
| 10 | Nov 8 |  | No Readings  No Class  Work on group assignment |
| **Due by 11:59 pm November 9: Influential Research Assignment** | | | |
| 10 | Nov.10 | Disability Rights and Inclusive Spaces  **Guest Speaker** | Readings for Today:  [Disability Visibility Podcast Ep. 24](https://disabilityvisibilityproject.com/2018/05/06/ep-24-disability-justice-and-community-organizing/) |
| 11 | Nov. 15 | Strengths-based Practice | Readings for Today:  -Vasan & Przybylo, Chapter 5  In-Class Activity:  Meet with your Group to Work on Assignment #4 |
| 11 | Nov. 17 | Equity-Based Practice  **Guest Speaker** | Readings for Today:  Library Mall Report (access on Canvas or find it on wisc.edu website)  (No need to read in detail. Get a sense of the history of UW-Madison’s Library Mall and the land it sits upon, and the plans underway to re-imagine it). |
| 12 | Nov. 22 | Gender Equity and Reproductive Justice | Readings for Today:  [Child Trends report](https://www.childtrends.org/publications/rural-and-urban-women-have-differing-sexual-and-reproductive-health-experiences) on “Rural and urban women have differing sexual and reproductive health experiences”  Capp, A.I. (2022). “They make you feel less of a human being”: Understanding and responding to Milwaukee’s racial disparity in infant mortality. *Maternal and Child Health Journal, 26*, 736–746.  In-Class Activity:  Watch Loretta Ross video: <https://www.youtube.com/watch?v=sF_9VktvSPA>  Meet with your Group to Work on Assignment #5 |
| 12 | Nov. 24 | Fall Holiday Break | NO CLASS |
| 13 | Nov. 29 | Environmental Justice: The Flint, MI and Jackson, MS Water Crises | Readings for Today:  Reuben, A., Moreland, A., Abdalla, S.M., Cohen, G.H., Friedman, M.J., Galea, S. et al. (2022). Prevalence of Depression and Posttraumatic Stress Disorder in Flint, Michigan, 5 Years After the Onset of the Water Crisis. *JAMA Network Open, 5(9),* e2232556.  In-Class Activity:  -Watch PBS NewsHour segment on Jackson water crisis: <https://www.pbs.org/video/water-crisis-1663020473/> |
| 13 | Dec. 1 | Political Advocacy  **Guest Speaker** | No Readings |
| **Due by 11:59 pm December 5: Legislation and Societal Events Assignment** | | | |
| 14 | Dec. 6 | Revisiting Social Justice | No Readings  In-Class Activity:  Meet with your Group to Work on Assignment #6 |
| 14 | Dec. 8 | What to take away from this class | No Readings |
| **Due by 11:59 pm December 9: Final Timeline** | | | |
| 15 | Dec. 13 | Wrapping Up | No Readings  No Class  Work on reflection paper |
| **Reflection Paper Due: December 15** by 11:59 pm | | | |

1. **Required Material for the Course**

**Readings and multimedia:** There are no textbooks for this class. Assigned reading materials and other class content will be uploaded onto the course Canvas site or will be accessible through the web. You can read the material from the Canvas site, or print it from the site. At various times in the semester, you will be required to find additional readings on your own to supplement course readings.

**Note on Canvas:** The Canvas site for this class will have all updated material throughout the semester, including updates to the syllabus. If you have a question about an assignment, first make sure you check Canvas for that week as well as any announcements on Canvas, and the assignment instructions to see if your question is addressed in these places.

**Cliovis:** The major assignment is a cumulative group project which will be conducted in the web-based application, Cliovis. There is a monthly charge of approximately $5.00, and you will each need to purchase access to this app for 3-4 months (depending on when you sign up). The Cliovis website is: [www.cliovis.com](http://www.cliovis.com). First, you must register to use the site, and then you can use the following code for joining “SW100 Group Projects”: 0befe23e-4ec2-4753-a39f-409969842383

Once you join, I will establish a new timeline for your assigned group (only you will be able to see it, along with instructor, TA and Reader/Grader).

1. **Evaluation: Assignments and Grading**

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| Assignment | % of Grade | Due Date  (by 11:59 pm) |
| Assignment 1: Group project plan | 10% | Sept. 28 |
| Assignment 2: Problem/Issue Definition | 15% | Oct. 12 |
| Assignment 3: Influential Research | 15% | Nov. 9 |
| Assignment 4: Legislation and Societal Events | 15% | Dec. 5 |
| Assignment 5: Final Timeline with revisions | 30% | Dec. 9 |
| Assignment 6: Reflection Paper | 15% | Dec. 15 |

Grading Scale

A 92-100 outstanding; surpasses expectations in all areas

AB 86-91 surpasses expectations in many areas

B 82-87 meets expectations in all areas

BC 76-81 meets expectations in some areas; below in others

C 70-75 below expectations in most areas, not acceptable graduate work

D 64-69 below expectations in all areas

F <64 fails to meet minimal expectations in all areas, not acceptable work

Your goal for this class should be for you to make the most of your learning experience, not to simply “get an A”. Regarding grades, you should recognize that grades are earned, not given. The grades you earn in this class will be based on 1) the extent to which you thoroughly follow the guidelines and objectives of the assignments, 2) the quality of your writing in terms of your ideas, organization, clarity, grammar, and spelling, 3) the extent to which you demonstrate critical thinking when integrating and discussing course material in your written communication.

If there is something that is unclear to you about an assignment, it is your responsibility to bring your question to the attention of the instructor well in advance of the assignment deadline. If you have an issue with a grade you earn in this course, please submit to the instructor the reasons for your appeal in writing within two weeks of receiving the assignment grade, with specific attention to the three points raised above. Grade appeals may result in an increase, decrease, or maintenance of the original grade.

1. **Course Expectations and Policies**

Students are expected to:

* Attend classes regularly and read/watch/listen to required material prior to the class for which it was assigned. Be prepared to discuss the content during classes.
* Thoroughly read and re-read the policies and procedures outlined in this syllabus before contacting the instructor with questions that are covered in the syllabus.
* Consistently participate in group discussions and activities.
* Regularly check university e-mail accounts (daily suggested, but every two days at minimum) and the course Canvas site (at least three times a week) for updated communication from the instructor.
* Arrive on time for classes and stay through the end of class.
* Follow the University code of conduct.
* Communicate in advance with the instructor about any special request affecting the timing of an assignment due date. Only in rare circumstances will a special request be given.
* Treat the Instructor, TA, Reader/Grader and fellow students with respect. This includes being respectful of people with different opinions and values – only by interacting respectfully with others who have different experiences and hold different opinions from us can we truly learn and grow.

The instructor is expected to:

* Organize and provide a well-designed course, including lectures, assignments, readings, activities, and discussions.
* Provide clear expectations for assignments.
* Begin and end the class on time.
* Provide important communications in writing via e-mail and/or the course Canvas site or Cliovis site.
* Be available for “office hours” to discuss student questions and concerns.
* Provide, along with the TA and Reader/Grader, clear feedback on major assignments.
* Respond in a timely way (within 48 non-weekend hours) to e-mail inquiries from students.
* Create an atmosphere conducive to learning.
* Assure that course objectives are being met.
* Assure the class is accessible to all students.
* Treat students, TAs, and Reader/Graders with respect. This includes being respectful of people with different opinions and values.

The TA is expected to:

* Provide important communications in writing via e-mail and/or the course Canvas site or Cliovis site.
* Provide clear feedback on assignments.
* Provide timely (within 2 weeks) feedback on assignments and timely responses (within 48 non-weekend hours) to e-mail inquiries from students.

(Note: The Reader/Grader for this course will not be interacting with students directly; their role is limited to assistance with grading).

Attendance

Although attendance will not be taken, it is expected. You are all adults who are motivated by intellectual curiosity and a strong desire to learn. Your ability to complete most assignments thoroughly will require that you attend classes regularly for content and for the benefits of interactions with and feedback from your fellow students. Given that the assignments, with one exception, are group projects, remember that you are accountable not only to yourself but to your group members, who stand to benefit from your understanding of the course content and assignments and your level of effort in the group work.

Questions about the course

If you have a question specific to you or feedback you've received, or you want to ask a question or raise a concern that you do not feel comfortable sharing with the whole class please contact Kristi Slack through email.

Reading Assignments

You are expected to complete all reading (along with video, podcast assignments) before class. The lectures will not simply summarize the readings but will build from them, so you need to complete the readings ahead of time.

Written and Visual Assignments

With the exception of the Reflection Paper at the end of the course, all assignments will be part of a group project, but your individual contributions will be graded, as well. Group assignments are completed in Cliovis. Details on assignments are provided in

Late Assignment Policy  
While I expect you to complete your portion of the group assignments on time, if your contributions are late, they will be accepted and graded, but you will receive 5% of the points off your grade for each 24 hours late. Assignment 6 is due on December 15th by 11:59pm and will not be accepted if late. **(Note to other profs: I would not include this again as it created too much anxiety. The reality was that I worked with everyone –the goal was to have everyone succeed in this class).**

Group Discussion

Inside and outside of classes, students will work in assigned groups to learn from each other’s perspectives and to provide feedback on each other’s work. This group work is meant to provide students with both the experience of collaboration as well as actual help and feedback on assignments from peers. This group work aims to address *Course Objective 5: Students will further their skills in collaborating with peers, providing and incorporating feedback, and communicating their knowledge and ideas orally and in writing.*

Religious Observance

If you have a religious observance that conflicts with a class or due date, please let me know no later than the third-class period so that we can plan an alternate due date or assignment.

Students with Disabilities

Students who are registered with the McBurney Center must give the instructor a copy of their faculty notification letter within the first two weeks of the semester so that any needed accommodations can be made. Only accommodations approved through the McBurney Center will be made.

Use of Technology during synchronous learning

Please be respectful and present during class. This means staying off social media and other websites while present. It can be easy to get distracted and find yourself multi-tasking but being present will make the learning process for everyone more rewarding.

Taking care of yourself and asking for help

As a student you may experience a range of personal issues or circumstances that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 608-265-5600 or visiting uhs.wisc.edu. Help is always available.

Academic Integrity and Misconduct

**“**Academic Integrity is critical to the mission of the University of Wisconsin-Madison, a research one institution with high academic standards and rigor.  All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way.  Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources.  Students are expected to uphold the core values of academic integrity, which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens. This unique path of opportunities, created by each student, is commonly known as the Wisconsin Experience and impacts our campus community and beyond in significant and positive ways.   The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.” Found at: <https://conduct.students.wisc.edu/academic-misconduct/student-resources-for-academic-integrity/>

Academic misconduct is often thought of as “cheating” in the pursuit of one’s academic endeavors. Information on academic misconduct rules and procedures and plagiarism can be found at the following websites:

<https://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf>

<http://writing.wisc.edu/Handbook/QuotingSources.html>

There are two major forms that plagiarism takes:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks, offsetting, and attribution. A direct quote is when one repeats or copies verbatim the words of another.
2. Paraphrasing the ideas or research findings of another person(s) without identifying the source of the ideas. A paraphrase is a restatement of a text or passage in another form or in other words (i.e., putting into your own words the ideas of another person(s).

**VII. Assignments**

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| Assignment 1: Group project plan | 10% of grade | Sept. 28 by 11:59 pm |

For this assignment, you will provide:

* The specific topic for your group project
* Dates of meetings (virtual or in-person) with your group members and who was in attendance.
* A statement that the entire group endorses, reflecting everyone’s commitment to putting in required effort on the assignments and how you plan to divide the work and check-in on all members to stay on top of group progress.
* The process you will use to search for elements of the timeline project at each stage
* Questions you have about the timeline project overall

This assignment can be succinct. I estimate that to address the above assignment tasks, your project plan will be about 2-pages double-spaced or 1-page single-spaced.

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| Assignment 2: Problem/Issue Definition | 15% of grade | Oct. 12 by 11:59 pm |

For this assignment:

* You will provide additions to your timeline that capture how your problem/issue has been defined, framed, or talked about over time. These additions must include a descriptor for the “bubble”, a more detailed but still succinct description of the bubble in the pop-up window, and a reference (you can use whatever reference style you’d like).
* There is no specific number of items that must be added, as the topic should drive that decision and is dependent on what your research shows. However, each person should have, at a minimum, two contributions to this stage of the Timeline Project.
* Search popular news/media, government agencies, nonprofit organizations, research, and legislation, all of which may provide clues about problem definition. Such resources may be useful for other stages of the assignment, as well, but for Assignment 2, you will focus on the problem definition and framing.
* Each group will have a different time frame for their problem/issue, because each problem/issue is different. If you are focused on cyber-bullying, that topic can’t go back much more than 20 years. If you are focused on hunger, you could go back hundreds of years, but you’d be taking on too much. Try to find a time point that makes sense as your start date.
* Email me if you have questions about how to find resources, trim your timeline, or other things you are struggling with. But please copy all group members on communications with me that pertain to how to complete the assignment. **Ditto on other stages of the Timeline Project.**

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| Assignment 3: Influential Research | 15% of grade | Nov. 9 by 11:59 pm |

For this assignment:

* You will search the research literature to better understand the causes and consequences of your problem/issue, which may change over time. You may want to divide up time periods for your research searches for this part of the Timeline Project. Each group member should have, at a minimum, two “bubble” entries.
* We will go over how to critically consume research in class on October 18. Be sure to do the readings for that day as it will help you understand what I demonstrate in class. This will help you discern the good from the not-so-good research studies in your search.
* You may identify particularly influential research studies, and/or you may find that research during a specific time period tended to use the same approach. In the latter case, you can describe what that common approach was and provide examples of cited work.

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| Assignment 4: Legislation and Societal Events | 15% of grade | Dec. 5 by 11:59 pm |

For this assignment:

* Each group member should identify at least two items, which may be major pieces of legislation and/or descriptions of major societal events that shaped your problem/issue (e.g. Covid-19 pandemic, the Great Recession, a viral news story)
* If you haven’t already found pieces of legislation from doing your earlier assignments, and also as a backup, consider searching for laws and statutes on these sites (if your topic is U.S.-based):
  + [U.S. Congress site](https://www.congress.gov/search?q=%7B%22source%22%3A%22legislation%22%7D) on more recent legislative items
  + [This site](https://www.congress.gov/state-legislature-websites) points you to specific state legislatures
  + And some organizations maintain legislative timelines or catalogue geographic differences on a problem or issue, for example this [topic-specific site](https://www.lgbtmap.org/equality-maps/foster_and_adoption_laws), and [this site](https://www.aecf.org/resources/2022-kids-count-data-book) covering a range of topics.

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| Assignment 5: Final Timeline with revisions | 30% of grade | Dec. 9 by 11:59 pm |

For this assignment:

* You have a chance to refine and add to your timeline in response to comments from the instructor team, as well as add things you may have discovered more recently.
* You will also critically think about the totality of your timeline and decide if there are themes that emerged in different time periods. You can use the “era” selection (instead of a bubble) to capture these themes. (Note: too many themes don’t work well in Cliovis. If you find themes overlapping each other on the timeline, you could use and event “bubble” to mark the start of a particular era.

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| Assignment 6: Reflection Paper | 15% of grade | Dec. 15 by 11:59 pm |

For this assignment:

* You will write a 2-3 page, double-spaced paper reflecting on YOUR individual learning and thinking about your topic over the course of the semester. This is informal—just write as if you were having a conversation with me. However, your reflections should demonstrate that you have thought about your topic critically and deeply. Comments like “I learned a lot” don’t tell me much!