

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

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| Course Number: | SW 325 | Instructor: | Natalie Beck, DSW, LCSW |
| Unique Number: | 60550 | | nataliebeck@utexas.edu |
| Semester: | Spring 2019 | Office: | Adjunct Office 3.104A |
| Meeting Time/Place: | Monday/Wednesday 11:00 am - 12:30 pm SSW 1.212 | Phone: | 512-785-1180 (personal cell) |
| | | Office Hours: | by appointment |

FOUNDATIONS OF SOCIAL JUSTICE

I. STANDARDIZED COURSE DESCRIPTION

This course is based on the following assumptions: 1) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2) professional social work ethics and values demand culturally competent practice; 3) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Critique and apply social justice approaches to influence assessment, planning, access of resources, intervention, and research;
2. Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, globally as well as those prevalent in the southwestern region of the United States;
3. Understand the social construction of race and ethnicity, gender, and sexual orientation;
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices;
5. Assess the impact of discrimination (e.g., racism, sexism, homophobia) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

III. TEACHING METHODS

The content of this course has the potential to be emotionally charged. Guidelines will be established collaboratively by students and the instructor to create a respectful, safe, and challenging learning environment. The instructor will incorporate a variety of teaching methods, including readings, discussions, audiovisual materials, guest speakers, small group activities, experiential learning exercises, and student presentations. For a meaningful experience in this class, students must actively participate, take risks, stretch their critical thinking skills, and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

IV. REQUIRED TEXTS AND MATERIALS

Adams, M., Blumenfeld, W.J., Castalano, D.C.J., DeJong, K., Hackman, H.W., Hopkins, L.E., Love, B.J., Peters, M.L., Shlasko, D., & Zuniga, X. (2018). *Readings for diversity and social justice* (4th ed.). New York: Routledge.

Johnson, A. (2018). *Privilege, power, and difference* (3rd ed.). Boston: McGraw Hill.

Supplemental course materials will be posted on Canvas.

V. COURSE REQUIREMENTS

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|-----------------------------------|------------|
| Professionalism and Participation | 15 points |
| Initial Self-Reflection Paper | 5 points |
| Culture Chest | 10 points |
| Midterm Exam | 15 points |
| Op-Ed assignment | 15 points |
| Group Presentations | 20 points |
| Final Exam | 15 points |
| Final Self-Reflection Paper | 5 points |
| ----- | |
| Total | 100 points |

Note: Late assignments will be penalized 2 points per day that they are late. Please contact the professor **before** the assignment is due if other arrangements need to be made due to an emergency. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> or (512) 471-6222 for assistance with any writing assignments.

1. Professionalism and Participation 15 points

Professional behavior and mutual respect are the baseline of social work practice. The instructor will model expected behavior and will refrain from inappropriate activities such as missing or being late to class, coming to class unprepared, using computers or cell phones during class activities, and leaving class early. Students' professionalism points for the course may be maintained by refraining from these activities as well. As partners in learning, both the professor and students have responsibilities for every class period. The instructor has prepared an interactive and engaging set of activities for which reading and pre-class preparation by students is critical. Attendance and participation for the full class is expected for all students. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers, and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Consequently **2 points will be deducted per class for any missed classes** (from overall participation points). Students are to notify the professor prior to class by email if they cannot attend class due to an illness or emergency.

2. Initial Self-Reflection Paper 5 points

To assist students in beginning the course, they will write a 4-page essay that answers the following questions:

1. Who is someone whose activism has inspired you and why?
2. What is your first memory of something that was not fair or just?
3. Talk about an issue or movement you are passionately involved in. What inspired you to get involved?
4. What are your professional goals?
5. When/how did you realize there were people who had more money/wealth than you?
When/how did you realize there were people who had less money/wealth than you?
6. What resources (e.g., personal strengths, family/friend support, and community support) will you draw upon to facilitate your success in the class and program?
7. What is your current, personal definition of social justice?

8. How would you describe your vision of social change? How do you see yourself contributing to this vision of social change?

3. Culture Chest

10 points

Choose a small box for your “culture chest.” Place inside 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world. Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) and/or have treated you based on these social identities. In class, you will give an 8 to 10 minute presentation about the objects in and on your box.

Criteria for evaluation:

- Thoughtful contents inside the culture chest (4 points)
- Thoughtful decoration of the outside of the culture chest (3 points)
- Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (3 points)

4. Mid-term Exam

15 points

The mid-term exam will be posted on Canvas and students will be given a week to complete it. It will cover material from assigned readings and in-class presentations and discussions.

5. Op-Ed Assignment

15 points

As future social workers and proponents of social justice, knowing how to write a persuasive and engaging op-ed is an important skill to have. Students will write an Op-Ed regarding applying their learning from the course. The issue or topic will be selected by the student. A draft of this paper will be due on March 27. The instructor will then provide feedback to the student and a final op-ed with revisions will be due on April 15. The draft version of this assignment is worth 5 points and the final is worth 10 points. The Op-Ed should be one-two pages in length, double spaced.

Any student who submits and has their final Op-Ed published in a mainstream or national newspaper will receive 3 extra points on their final grade.

For this op-ed, students should follow the Basic Structure outlined by The Op-Ed Project at: <https://www.theopedproject.org/oped-basics/#structure>

Other helpful links on The Op-Ed Project website include:

Ledes and News Hooks: <https://www.theopedproject.org/oped-basics/#ledesnewshooks>

Tips for Op-Ed Writing: <https://www.theopedproject.org/oped-basics/>

6. Group Presentations: Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression

20 points

Students will be assigned to small groups, which will make two presentations focused on the history and current manifestations of the topics addressed throughout the semester.

Small groups will:

1. Make a 10-minute initial presentation on the history of the selected area of oppression the week that topic is presented in class, providing a one-page bulleted handout of main points to the class. (5 points)
2. Throughout the semester, collect a series of 8-10 news clippings regarding selected area of oppression, including local, national, and international sources.
3. At the end of the semester, make a 30-minute presentation (15 points), including:
 - a. Identification of the main theme(s) encountered in the articles relating to social justice, values, diversity, and power
 - b. Why the theme(s) encountered is experienced by members of this group, how many are affected, who in this group isn't affected, and why
 - c. Analysis of the impact of discrimination, economic deprivation, and oppression on this population specific to the theme(s) identified, as well as how this population-at-risk is perceived by the broader society
 - d. Analysis of the public policy, institutional structure, and/or service delivery factors/approaches discussed in your articles as it affects the group you have selected
 - e. Examination of how group membership influences access to resources needed to ameliorate the theme(s) encountered and the dynamics of such risk factors in relation to society's responsiveness and strategies to redress the issue(s)
 - f. The role the small group believes the social work profession and individuals should take to intervene to ameliorate the problem in relation to the selected population-at-risk to impact discrimination and oppression and to promote social and economic justice
4. At the time of the final presentation, copies of the articles used and a summary of the work done by each group member will be turned in.

Each member of the group will be given a collective group grade. However, the professor reserves the right to give individual grades for group work if one or more group members are not meeting their commitments. Students are encouraged to communicate with the professor if this is the case.

7. Final Exam **15 points**

The final exam will be posted on Canvas and students will be given a week to complete it. It will be cumulative and cover material from assigned readings and in-class presentations and discussions.

8. Final Self-Reflection Paper **5 points**

This paper will give students a chance to reflect on their learning over the semester. Directions and questions for this paper will be posted later in the semester.

VI. GRADES

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|----------------|----|
| 94.0 and Above | A |
| 90.0 to 93.999 | A- |
| 87.0 to 89.999 | B+ |
| 84.0 to 86.999 | B |
| 80.0 to 83.999 | B- |
| 77.0 to 79.999 | C+ |

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|----------------|----|
| 74.0 to 76.999 | C |
| 70.0 to 73.999 | C- |
| 67.0 to 69.999 | D+ |
| 64.0 to 66.999 | D |
| 60.0 to 63.999 | D- |
| Below 60.0 | F |

VII. CLASS POLICIES

All assignments are to be composed using 12-point Times New Roman font, double spaced, and submitted via Canvas as Word documents by the beginning of class on the due date.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a

religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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

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

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

The instructor reserves the right to modify course content as needed

| Date | Topic | Assignments | Readings |
|-----------|--|--------------------------------------|----------------------------|
| W 1/23 | Welcome, Introductions, Syllabus Review | | |
| M 1/28 | Ground Rules Conceptual Frameworks | Group choices | Johnson pages 1-46 |
| W 1/30 | Conceptual Frameworks | Initial Self-Reflection Paper due | Johnson pages 47-75 |
| M 2/4 | Conceptual Frameworks | | Johnson pages 76-134 |
| W 2/6 | Conceptual Frameworks | | Adams et al. pages 1-64 |
| M 2/11 | Culture Chest sharing | | |
| W 2/13 | Culture Chest sharing | | |
| M 2/18 | Culture Chest sharing | | |
| W 2/20 | Racism | | Adams et al. pages 65-161 |
| M 2/25 | Racism | | |
| W 2/27 | Immigration | | Canvas readings |
| M 3/4 | Immigration | | |
| W 3/6 | No Class | Mid-term Exam posted | |
| M 3/11 | Classism | | Adams et al. pages 163-245 |
| W 3/13 | Classism, Mid-semester Evaluation | Mid-term Exam due | |
| M/W | | | |

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| 3/18 - 3/20 | No Class – Spring Break | | |
| M 3/25 | Religious Oppression | | Adams et al. pages 248-339 |
| W 3/27 | Religious Oppression | Op-Ed draft due | |
| M 4/1 | Sexism | | Adams et al. pages 341-466 |
| W 4/3 | Sexism | | |
| M 4/8 | Heterosexism and Trans Oppression | | |
| W 4/10 | Heterosexism and Trans Oppression | | |
| M 4/15 | Ableism | Op-Ed final due | Adams et al. pages 467-543 |
| W 4/17 | Ableism | | |
| M 4/22 | Ageism | | Adams et al. pages 545-597 |
| W 4/24 | Ageism | Final Exam posted | |
| M 4/29 | Group Presentations | | |
| W 5/1 | Group Presentations | Final Exam due | |
| M 5/6 | Group Presentations | | |
| W 5/8 | Closing Celebration | Final Self-Reflection Paper due | Adams et al. pages 599-652 |

X. BILIOGRAPHY

Adams, M., Blumenfeld, W.J., Castalano, D.C.J., DeJong, K., Hackman, H.W., Hopkins, L.E., Love, B.J., Peters, M.L., Shlasko, D., & Zuniga, X. (2018). *Readings for diversity and social justice* (4th ed.). New York: Routledge.

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