

# THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	SW 460K; WGS 441; SW495K	<b>Instructors:</b>	Barbara Anderson, LCSW Lauren E. Gulbas, Ph.D.
<b>Unique Number:</b>	60695; 45655; 61010	<b>Contact:</b>	<a href="mailto:barbara.a@mail.utexas.edu">barbara.a@mail.utexas.edu</a> ; <a href="mailto:laurengulbas@austin.utexas.edu">laurengulbas@austin.utexas.edu</a> 512.232.4418 (office); 512.289.8910 (BA cell); 915.346.6276 (LG cell)
<b>Semester:</b>	Spring 2019	<b>Office:</b>	Our office is located in SSW 3.122C
<b>Meeting Time &amp; Place:</b>	May 27, 2019 - June 23, 2019 London, England	<b>Office Hours:</b>	Flexible: send an email to make an appointment for office hours

## London Maymester: Roots of Social and Economic Justice – An International Perspective

### I. COURSE DESCRIPTION

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

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

### II. COURSE OBJECTIVES

By the end of this course students will demonstrate:

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

### III. TEACHING METHODS

This study abroad course is co-taught by faculty members of the University of Texas at Austin Steve Hicks School of Social Work. The course meets for five required seminar sessions in the spring and is taught in

London over a 4-week period in May and June. Students must live in university provided housing and attend, as well as actively participate, in scheduled field visits, intercultural activities, seminars and class discussions. The course relies upon students' willingness to work and learn in a supportive peer learning community. Together, the class members create a safe environment for critical self-reflection, group interaction, and immersion in the culture and diversity of London, England. This course is offered with the cooperation of the UT Study Abroad Office and the AIFS (American Institute for Foreign Study), which is the local provider/coordinator in London.

#### IV. TEXTS AND MATERIALS

Required:

- Garcia, B., & Van Soest, D. (2006). *Social work practice for social justice*. Alexandria, Virginia: CSWE Press.
- London, J. (2001). *People of the abyss* (Centenary ed.). Sterling, Virginia: Pluto Press.
- Additional required course readings and materials will be posted on Canvas: <http://canvas.utexas.edu>
  - Reisch, M. (2002). Defining social justice in a socially unjust world. *Families in Society*, 83(4), 343-354.
  - Tatum, B. D. (2000). The complexity of identity: Who am I. *Readings for diversity and social justice*, 2, 5-8.
  - Harm, B. (2000). The cycle of socialization. *Readings for diversity and social justice*, 15-21.
  - Reinders, R. C. (1982). Toynbee Hall and the American settlement movement. *Social service review*, 56(1), 39-54.
  - The Economist (2003). Changing Shadows. Retrieved from: <https://www.economist.com/christmas-specials/2003/12/18/changing-shadows>

#### V. COURSE REQUIREMENTS

##### Pre-Departure Seminars

Pre-departure seminars are scheduled for Wednesday, 5:30 pm to 7:00 pm, on January 30, March 6, April 10, and May 8. We will have another pre-departure meeting in April, which is set by our study abroad affiliate in London (AIFS). The date for that meeting is based on when our London-based coordinator comes to Austin for your pre-departure orientation. We have asked that they try to schedule the meeting on another Wednesday, from 5:30pm to 7:00pm in April, but ultimately, the date of that meeting depends on their schedule. We ask you that you please hold all Wednesdays in April, from 5:30 to 7:00, so that you can attend this important London orientation session.

##### Assignments

The following is a brief description of required course assignments. Canvas, the university classroom management system, will be used to communicate, and may be used to submit and manage assignments. Detailed assignment instructions, including purpose, grading criteria, method of submission and due dates, will be provided in a separate handout and reviewed in detail during the first Spring Pre-Departure Session. As an element of professionalism, faculty expect that students will ask them questions to clarify assignments. Grading is based on attendance, accountability, participation, and completion of all assignments as specified in this syllabus. Graduate students have an additional assignment. Specific point totals for each assignment are provided in the descriptions below.

**Summary, Analysis and Reflection (SAR) Papers (75 Points Total).** Students will write three three-page papers on assigned course readings. In each paper, the student will very briefly summarize the readings, critically analyze the reading, and reflect on the content in relation to the class experience. Two papers are due in the Spring semester prior to departure. One paper is due in London. The assigned course readings associated with each SAR are identified in the separate assignments handout. Each paper is worth 25 points.

**Social Justice Assignment (100 Points).** This assignment is designed to give each student an opportunity to explore more deeply a social justice issue of interest. The class will divide into small groups that are called Social Justice Issue Groups. Each small group will focus on one social justice issue that is of common interest to the group members. Examples of social justice issues include poverty, immigration, child welfare, health care, mental health, domestic violence, reproductive rights, and human sexuality/gender issues. This assignment has several parts and includes both individual and group components that are described in the separate assignments handout.

**Graduate Students: Social Justice Policy Analysis (35 points).** The purpose of this assignment is to analyze comparatively a US and UK policy that addresses some aspect of the social justice issue examined in the Social Justice Assignment. Students will develop a three-page paper based on their analysis, and the assignment must include a reference page and appropriate citations using APA format. Details of this assignment will be described in separate assignments handout.

**East End Assignment (30 Points).** Students will write a four-page paper based on a comparison of the East End of London described in the novel, *People of the Abyss*, by Jack London, course readings, and their own observations following a walking tour of the East End of London.

**Written Learning Reflections (25 Points Total).** Students will submit a one-page written learning reflection after each Spring Pre-Departure Session and at the end of each week while in London for a total of eight reflections. Each reflection is worth 3 points. If all reflections are submitted on time, student will receive an additional point, for a possible total of 25 points.

**Accountability (20 Points).** Attendance, timeliness, and participation for all course activities over the full course period, including Spring Pre-Departure Sessions, is expected of all students. A total of two days of absence will result in a lower overall course grade. Repeated late arrivals will be considered as an absence. In addition, the professors reserve the right to add or deduct 5 points to students' final point total based on the overall quality of their course participation.

## VI. GRADES

Grades will be based on a total assignment point total of 250 points for undergraduate students and 285 points for graduate students. Letter grades will be assigned as follows, and please note that grades will not be rounded.

Grade	Percent Equivalent	Grade	Percent Equivalent	Grade	Percent Equivalent
A	94.0 +	C+	77.0 – 79.999	D-	60.0 – 63.999
A-	90.0 – 93.999	C	74.0 – 76.9991	F	Below 60.0
B+	87.0 – 89.999	C-	70.0 – 73.999	<i>Please Note: Grades will not be rounded.</i>	
B	84.0 – 86.999	D+	67.0 – 69.999		
B-	80.0 – 83.999	D	64.0 – 66.999		

## VII. COURSE POLICIES

The following policies will be observed. In addition to the course policies described in this syllabus, all students are expected to comply with the policies of the Study Abroad Office.

**Professional Conduct and Civility in the Classroom and in the Community.** The professors expect students to behave professionally in their pre-departure seminars as well as during all classes and course activities in London. 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. This 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. Students are expected 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 students will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas expressed by others. Nevertheless, the professors require that students engage one another with civility, respect, and professionalism. This type of learning experience requires personal risk taking, willing examination of attitudes and life experiences, exploration of the multiple dimensions of diversity and encounters with others whose life experiences may be very different from one's own. This entails listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment. This personal engagement in one's learning will take place both within and outside of the classroom. Students will be traveling in London individually, in small groups and with the class as a whole and are expected to engage actively and respectfully in this hands-on, intense learning experience. **Use of cell phones and laptops is not permitted during class or other learning activities in the community.** Students are required to bring a notebook to take notes.

**Safety.** Students will have assignments that involve visiting agencies, organizations, and community settings in London. As such, these assignments may present some risks. Sound choices and caution may lower risks. It is the student's responsibility to use sound and mature judgment and to be aware of and adhere to policies and practices related to agency and/or community safety in an international setting. Safety precautions for students studying abroad will be covered in detail by the Study Abroad Office in the pre-departure seminars. Students should notify their professors regarding any safety concerns.

**Accountability.** Attendance, timeliness, and participation for all course activities over the full course period, including Spring Pre-Departure Sessions, is expected of all students. Field trips, guest presentations, class activities, discussions and experiential exercises are essential for students' learning, and this type of learning cannot be "made up" once missed. Students are expected to notify both their professors prior to a class, community activity or spring seminar if a student cannot attend due to illness or an emergency. Students may be asked to document the illness or emergency. If a student is unable to attend any spring seminars, then contact both the professors. Students who are planning non-course related travel are advised to plan with awareness of class meeting times and assignment due dates in order to not impact their participation and attendance grades.

**Time Management – Assignments.** All assignments are due at the beginning of class on the date indicated. Late points will be deducted for assignments submitted after the due date. Late points consist of 5% of assignment total points per day the assignment is late. Contact the professors before the assignment is due if other arrangements need to be made due to an emergency. Students are advised that computer access in London is less reliable than in the USA and are thus encouraged to bring a laptop or tablet for completion of assignments.

**Time Management – Transportation.** In London, the class will often meet offsite for field trips. It is the student's responsibility to arrive on time to designated meeting points so that the class is able to arrive at field visits on time. This is very important in demonstrating our respect to agency and community representatives who are hosting class visits. Students must be prepared to manage the challenges of public transportation and arrive in a timely manner. This will require research and planning on the part of the student in advance of the visits. We advise students to use the Transport for London website (<https://tfl.gov.uk/>) to plan their commute accordingly. Due to the complexity of field visit scheduling, the class will not be able to wait for students who do not arrive on time to meeting locations.

**Writing Skills.** Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style citation. For writing assignments due prior to our London departure, students are encouraged to consult with the Undergraduate Writing Center for assistance (<http://uwc.utexas.edu>; 471-6222). Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

**Following Proper Channels for Communication And Conflict Resolution.** Students are expected to use identified channels for resolving concerns that arise during the predeparture seminars or during the month in London. In the case of conflicts on group projects, students are expected to first address the concerns directly with the involved parties. If this is unsatisfactory, then consult with the professors. For concerns regarding housing and logistics, the local provider/coordinator in London is the primary contact. Students should be prepared to discuss concerns in a professional and respectful manner and offer possible solutions.

## **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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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.** 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, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or 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 Deputy for the SSW, 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 finalized course calendar and London itinerary will be provided in a later document as many of the dates for the London activities are still being determined during the Spring Pre-Departure semester. The final itinerary will be available one week prior to departure for London.

## X. BIBLIOGRAPHY

- Reisch, M. (2002). Defining social justice in a socially unjust world. *Families in Society*, 83(4), 343-354.
- Tatum, B. D. (2000). The complexity of identity: Who am I. *Readings for diversity and social justice*, 2, 5-8.
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