

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**LONDON MAYMESTER**

**ROOTS OF SOCIAL AND ECONOMIC JUSTICE:  
AN INTERNATIONAL PERSPECTIVE**

(4 credit hours)

<b>Course Number and Unique Numbers:</b> SW 460K, 60890; WGS 440; SW495K, 61230	<b>Course Instructors:</b> Barbara Anderson, LCSW Vicki Packheiser, LCSW
<b>Instructors' Email Addresses:</b> <a href="mailto:barbara.a@mail.utexas.edu">barbara.a@mail.utexas.edu</a> <a href="mailto:vpackheiser@mail.utexas.edu">vpackheiser@mail.utexas.edu</a>	<b>Office Information:</b> Anderson: Room 3.124E Packheiser: Room 2.240 (Academic Affairs) School of Social Work Building
<b>Semester:</b> Spring 2016	<b>Phone:</b> Anderson: 512/232-7118 (office), 512/289-8910 (cell) Packheiser: 512/471-2364 (office)
<b>Meeting Time and Place:</b> May23, 2016-June 18, 2016 London, England Required Spring Pre-Departure Seminars: Thursday, 1/21, 4-5:30pm SSW 1.214 Other 3 seminars TBD	<b>Office Hours:</b> Anderson: Wednesdays, 12:30–1:30 pm and by appointment Packheiser: Mondays, 2:00 -3:00pm and by appointment

**Global Cultures Flag**

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

**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 also be required to attend four seminars in order to prepare them for the study abroad Maymester course. Seminars will be held in the spring semester for a total of about six hours.

## **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. 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>

## **IV. Course Requirements and Grading**

This study abroad course is co-taught by faculty members of the University of Texas at Austin School of Social Work. The course meets for four required seminar sessions in the spring and is taught in London over a four week period. Students must live in university provided housing and attend, as well as actively participate, in scheduled field visits, intercultural activities, seminars and class discussions. Canvas, the university classroom management system, will be used to communicate, and may be used to submit and manage assignments. 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. Grading is based on attendance, accountability, participation, and completion of all assignments as specified in this syllabus. Graduate students have an additional assignment.

## **Assignments**

The following is a brief description of required course assignments. Detailed assignment instructions, including: purpose, grading criteria, method of submission and due dates, will be provided in a separate handout. All assignments will be reviewed in detail in advance and students are encouraged to ask questions or meet with course instructors should they have any questions. Specific point totals for each assignment are provided in the descriptions below.

### **Summary, Analysis and Reflection (SAR) Papers 100 Points** **(4 Papers - 25 Points each)**

Students will write four 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. Two papers are due in London. The assigned course readings associated with each SAR are identified in the separate assignments handout.

### **Social Justice Assignment 100 Points**

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 the social justice issues have included 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 assignment guidelines.

### **Community Observation and Immersion 25 Points**

Students will select an ethnic London neighborhood or place of worship to visit. This assignment serves to enhance students' understanding of the ethnic and cultural diversity in London. The purpose of this immersion is to give students an additional opportunity to observe life in London that may be different from previous familiar experiences. A two-page paper will be written.

### **East End Assignment 30 Points**

Students will write a three page paper based on a comparison of the East End of London described in the novel, *People of the Abyss*, by Jack London and their own observations following a class visit to the East End of London.

### **Written Learning Reflections 25 Points**

Students will submit a one page written learning reflection after each predeparture seminar and at the end of each week while in London for a total of eight reflections.

### **Attendance and Timeliness 20 Points**

### **Assignment Point Total 300 Points**

**Letter grades will be assigned as follows:**

<b>Point Total</b>		<b>% Equivalent</b>	<b>Grade</b>
282-300	points	(94.0 and above)	A
270-281.999	points	(90.0 - 93.999)	A-
261-269.999	points	(87.0 - 89.999)	B+
252-260.999	points	(84.0 - 86.999)	B
240-251.999	points	(80.0 - 83.999)	B-
231-239.999	points	(77.0 - 79.999)	C+
222-230.999	points	(74.0 - 76.999)	C
210-221.999	points	(70.0 - 73.999)	C-
201-209.999	points	(67.0 - 69.999)	D+
192-200.999	points	(64.0 - 66.999)	D
180-191.999	points	(60.0 - 63.999)	D-
179.999 or below		(59.999 and below)	F

**V. 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.

**The University of Texas at Austin Student Honor Code**

All students are expected to abide by the Student Honor Code. “As a student of the University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity”.

**The University of Texas at Austin Code of Conduct**

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 and in the Community**

The professors expect students to act as professionals in their predeparture 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.**

### **Safety**

Students will have assignments that involve visiting social service agencies 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.

### **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 to keep the university informed about changes to their email address. Students should check their email regularly and frequently daily, but at minimum, twice a week to stay current with university-related communications, some of which may be time sensitive. Maymester students will need to check their email daily to remain informed of course related locations and activities that may be changed on short notice. Students can find UT Austin's policies and instructions for updating their e-mail address at: <http://www.utexas.edu/its/policies/emailnotify.php>

### **Attendance, Participation and Timeliness**

Attendance, participation and timeliness for all course activities over the full course period, including spring seminars, is expected of all students. A total of two days of absence may result in a lower course grade. Repeated late arrivals may be considered as an absence. 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 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. 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. If a student is unable to attend any spring seminars, then contact both the professors. Students who are planning noncourse 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 plan extra time for completion of assignments in advance of due dates.

### **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. 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.

### **Papers**

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. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> 471-6222 for assistance with any writing assignments during the spring semester. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

### **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://www.utexas.edu/depts/dos/sjs/>).

### **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). Present the letter to the professors at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professors of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **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 professors. The professors 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 pre-departure, students can contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <http://www.utexas.edu/student/cmhc/>.

**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.

**Religious Holidays**

According to UT Austin policy, students must notify the professors 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, an examination, a work assignment, or a project in order to observe a religious holy day, the professors 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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**Classroom Confidentiality**

Information shared in class about community agencies, clients, and students' 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 Course Materials**

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the professors 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

**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 Maymester 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. Maymester 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 their professors, students, agency professionals, community members, guest speakers, host families and others. Maymester students are expected to make every effort to minimize material that could be considered inappropriate and are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their academic and professional standing. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any agency client access to involvement in the students' social networks. Information regarding agency clients 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.

Maymester students should consider that they will be representing the University of Texas at Austin, University of Texas at Austin School of Social Work and the United States while participating in this Maymester course.

### **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 among 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>.

### **Campus 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

Instructions for evacuation of buildings while in London will be provided by AIFS during orientation and at agency visits.



## Feedback

Students will be asked to provide feedback on their learning and the professors' teaching strategies in informal as well as formal ways. It is very important for the professors to know the students' reactions to what is taking place in class, ensuring that together the professors and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the professors during class and office visits.

## VI. Course Calendar

The 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 predeparture semester.

## VII. Course Bibliography

- Adams, M., Blumenfeld, W., /Castaneda, C., Hackman, H. Peters, M. and Zuniga, X. (Eds.) (2013). *Readings for diversity and social justice*. (3<sup>rd</sup> Ed.) New York: Routledge.
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