

THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course Number: SW325/URB354	Instructor: Diane McDaniel Rhodes, PhD E-mail: diane.rhodes@utexas.edu
Unique Number: 61120/37515	Phone: (512) 471-1831
Semester: Fall 2016	Office Room: SSW 3.122F
Meeting Time: SSW 2.130 M/W 11.00 am – 12.00m	Office Hours: M/W 12 - 2 pm and by appointment

Foundations of Social Justice: Values, Diversity, Power & Oppression

Course Objectives: Social Work seeks to bring order, to connect private troubles to public causes, and help disenfranchised people create better lives for themselves. In this class you will learn about social inequities and problems as well as strategies for allying with others in the pursuit of change. This course will survey the direct costs of privilege within US culture. There will be an emphasis on the impact of discrimination and oppression by individuals and society on people of diverse origins and orientations. The content of the course has the potential to be emotionally charged because of possible controversial issues; therefore, the students and professor will establish guidelines for a respectful and challenging learning environment collectively.

I. STANDARIZED COURSE DESCRIPTION

This course is based the following assumptions:

- 1.) Membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences and 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 practices;
- 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.

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.

While we don't have a class meeting time every week, you do have reading, watching, listening and writing assignment that are due at specific times. We will communicate through a Canvas site, using the announcements, discussion boards and email. In addition, you can meet with me in person, on video-chat or on the phone by appointment. If the class is interested, we can also set up group conversation times on campus or select a group video-chat service to use for group discussions.

II. COURSE OBJECTIVES

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

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research (**PB 18, 19, and 20**);
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 (**PB14, 16 and 17**);
3. Understand the social construction of race and ethnicity, gender, and sexual orientation (**PB 14**);
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices (**PB15**) and,
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 (**PB 18, 19, and 20**).

III. ACCREDITATION

The 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.4 Engage diversity and difference in practice.

PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

Objectives 2 and 3

Assignment: Blog Posts, Observations, Op-Ed Papers, Final Exam

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Objectives 4

Assignment: Blog Posts, Observations, Op-Ed Papers

PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences

Objectives 2

Assignment: Blog Posts, Observations, Op-Ed Papers

PB17 View selves as learners and engage those with whom they work as informants

Objectives 2

Assignment: Blog Posts, Observations, Op-Ed Papers

EP2.1.5 Advance human rights and social and economic justice.

PB18 Understand the forms and mechanisms of oppression and discrimination

Objectives 1 and 5

Assignment: Blog Posts, Observations, Op-Ed Papers, Final Exam

PB19 Advocate for human rights and social and economic justice

Objectives 1 and 5

Assignment: Op-Ed Papers

PB20 Engage in practices that advance social and economic justice

Objectives 1 and 5 Assignment: Op-Ed Papers

IV. TEACHING METHODS

This course incorporates a variety of teaching methods including lectures, readings, in class and online discussions, guest speakers, audiovisual materials, group activities, and student presentations to ensure a rich learning experience. The content of the course has the potential to be emotionally charged because of possible controversial issues; therefore, the students and professor will establish guidelines for a respectful and challenging learning environment collectively.

V. REQUIRED TEXTS AND MATERIALS

Adams, *Readings for diversity and social justice*. (2010) (3rd ed.). New York: Routledge.

Additional reading and video links will be assigned and available to you electronically via Canvas.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

The following assignments and activities will be completed during the semester. Your grade will be based on a total of 100 points accrued by the end of the semester.

Detailed directions for each assignment are posted on Canvas.

Class Participation (20)

You will: attend class, pay attention while in the classroom, contribute to the conversation in class, participate in class exercises. When you miss class or fall asleep in class .5 pts will be taken from your grade.

Self-Interview (5 points)

Part I: At the beginning of the semester, you will conduct an interview-style initial assessment of your ideas and attitudes about diversity, privilege, and oppression.

Blog (20pts)

This course involves a significant amount of required reading, media, and classroom interaction. You will create a blog and make weekly entries that reference the readings, classroom

discussions, and responses to relevant issues related to social justice. You will also comment on your peers' blogs, engaging in conversation.

OP-ED Essay x2 (10pts each)

Two Op-Ed pieces written about an issue related to social justice, diversity, power, and oppression.

Take a Picture (10 pts)

We will discuss a lot of ideas related to perception and reality. This assignment asks you to take a picture of a scene in your day-to-day life and then describe the scene with reference to various social identities.

Comprehensive Examination (25 pts)

A comprehensive take home exam will be distributed near the end of the semester and you will have approximately one week to complete the exam.

VII. COURSE POLICIES

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. **Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops

are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

7. Use of Canvas: The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

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 www.utexas.edu/student/cmhc/.

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://www.utexas.edu/diversity/ddce/ssd/>.

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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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](tel: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.

Course Grading:

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+

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

IX. COURSE SCHEDULE

Dates	Class topic	Reading due	Watching due	Assignment Due
Wednesday 8.24	Introductions & Syllabus Review			
<i>Week 1: Conceptual frameworks</i>				
Monday 8.29	Positionality: Who am I?	*Johnson: Rodney King's Question	PBS: Moyers & Company: Junot Diaz on Rewriting the Story of America (60m)	Self-Assessment Blog Post
Wednesday 8.31	Intersectionality	Adams: "Theoretical Foundations" *Therborn: Inequities of the World: Preface – Meaning, Mechanisms, Patterns, and Forces: An Introduction		Blog Comments
<i>Week 2: Socialization</i>				
Monday 9.5	No class Labor Day			
Wednesday 9.7	<i>Cycles of Socialization</i>	Adams: "The Cycle of Socialization" "The Cycle of Liberation"	Independent Lens: Park Avenue: Money, Power & the American Dream (2h)	Blog Post
<i>Week 3: Privilege</i>				
Monday 9.12	<i>History of Privilege</i>	Zinn: Ch 1 -4 / Ch 23 - 26 Adams: "Symbolic Racism, History and Reality"	YouTube: Michael Moore: A Brief History of the USA – Bowling for Columbine (5m)	Blog Post
Wednesday 9.14	Positionality: Who are You?	*Peggy MacIntosh: "Unpacking the Invisible Knapsack" *Melissa Harris-Perry and James Perry: "From New Orleans to Ferguson, a Decade of Asserting Black lives Matter"		Blog Comments
<i>Week 4: Structures and institutions</i>				
Monday 9.19	What are the structures that influence society?	*The Economist: Capitalism in America * The Atlantic: Can schools be fixed? * Boston Review: The privatization of hope	Frontline: Dropout Nation (2h)	Blog Post

Wednesday 9.21	<i>Cultural Competency</i>	*Jean Baker Miller: Domination and Subordination *Fields & Fields: Racecraft – Introduction Johnson: Privilege, Oppression and Difference		Blog Comments
<i>Week 5: Identities</i>				
Monday 9.26	<i>Identity Construction</i>	Adams: “The Complexity of Identity: ‘Who Am I?’”	YouTube: Lana Wachowski receives the HRC Visibility Award (30m)	Blog Post
Wednesday 9.28		Adams: “Can we just like, get over the way women talk? “Common Classist Assumptions”	TED: iO Twillett Wright: 50 shades of gay (20) TED: Stella Young: I’m not your inspiration, thank you very much (20m)	Blog Comments
<i>Week 6: Theories of Difference</i>				
Monday 10.3	<i>Theories of Difference</i>	Adams: “The Possessive Investment in Whiteness” “The Dangerous consequences of Growing Inequality”	TED: Mia Birdsong: The story we tell about poverty isn’t true	Blog Post
Wednesday 10.5	Implicit knowledge	* V.F. Cordova : America * Some: Grandfather’s funeral * Coates: There lived a little boy who was misled...	TED: Lee Mokobe: A powerful poem about what it feels like to be transgender (20m)	Op-Ed #1 Blog Comments
<i>Week 7: Theories of Difference</i>				
Monday 10.10	The Five Faces of Oppression	Adams: “Aging with Disabilities” “Recognizing Ableist Beliefs and Practices and Taking Action as An Ally” “Christian Privilege”		Blog Post
Wednesday 10.12		*Wilson: How we find ourselves	TED: Rosie King: How Autism freed me to be myself (20m)	Blog Comments
<i>Week 8: Identity and Social Interactions</i>				
Monday 10.17			TED: Jane Novogratz: An Escape from Poverty (20m) TED: Aaron Huey: America’s native prisoners of war (20m) TED: Tan Lee: My immigration story (20m)	Blog Post

Wednesday 10.19			TED: Jimmy Carter: Why I believe the mistreatment of women is the number one human rights abuse (20m) TED: Mellody Hobson (2014): Color blind or color brave? (20m)	Take a picture Blog Comments
<i>Week 9: Stigma</i>				
Monday 10.24			Independent Lens: Me Facing Life: Cyntoia's Story (1hr)	Blog Post
Wednesday 10.26		*There's Something Absolutely Wrong With What We Do To Boys Before They Grow Into Men *11 'Girly' Things Men Wish They Could Do Without Judgment	YouTube: Pro Infirmis: Because Who Is Perfect? (4m) YouTube: Kiri Davis: A Girl Like Me (10m) TED: LZ Ganderson (20m)	Blog Comments
<i>Week 10: Institutional Inequity</i>				
Monday 10.31		*Jean Baker Miller "Domination and Subordination" *Pinkus "Discrimination comes in many forms"		Blog Post
Wednesday 11.2			Independent Lens: Prison State (2h)	Geo-mapping Blog Comments
<i>Week 11: What will you do?</i>				
Monday 11.7	<i>Empowerment and Spheres of Influence</i>	* The Atlantic: The liberal Millennial revolution	TED: Ash Beckham: The fastest way to combat prejudice-open up TED: Verna Myers How to Overcome our biases? Walk boldly toward them (20)	Blog Post
Wednesday 11.9	Awake	*Caude and Weston: National approaches to human rights implementation	TED: Clint Smith The Danger of Silence (10m)	Op-Ed #2 Blog Comments
<i>Weeks 12: What will you do?</i>				
Monday 11.14	<i>Individual and Social Change</i>	Adams: "Developing a Liberatory Consciousness" "Allies" *Annah Anto-Pallindrome: This white feminist loved her dreadlocks- here's why she cut them off	TED: Nicholas Christakis The hidden influence of social networks (20) TED: Drew Dudley Everyday leadership (20)	Blog Post

Wednesday 11.16	Ally	*Wronka: Human rights as the pillars of social justice	TED: Nate Garvis Change our culture, change our world (20)	Blog Comments
<i>Week 13: What will you do?</i>				
Monday 11.21		*Johnson: What can we do?		Blog Post
Wednesday 11.23		No Class Thanksgiving		
<i>Week 14: What will you do?</i>				
Monday 11.28	Advocate	*Alexander: The fire this time	TED: Mattieu Ricard How to let altruism by your guide (20m) TED: Scilla Elsworthy Fighting with nonviolence (20) TED: Ash Beckham: When to take a stand-- and when to let it go (20m)	Blog Post
Wednesday 11.30	Activist	Adams: "Unite and Rebel" "Intercepting the Cycle of Oppression"	TED: Omar Ahmad Political Change with pen and paper (20m) TED: Emiliano Salinas A civil response to violence (20m) YouTube: Robert Jensen: Talking Radical in a Mainstream World - Occupy The 4th.	Blog Comments
<i>Week 15: Beginnings</i>				
Monday 12.5				Final Exam Due