

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

<b>Course Number:</b> SW 325	<b>Instructor:</b> Susan M. De Luca, Ph.D.
<b>Unique Number:</b> 63030	<b>Semester:</b> Fall 2014
<b>Class Time:</b> Monday & Wednesday 9:30-11:00	<b>Class Location:</b> SSW 2.118
<b>Office Hours:</b> By appointment	<b>Office Location:</b> 3.130L
<b>Instructor Email:</b> <a href="mailto:sdeluca@austin.utexas.edu">sdeluca@austin.utexas.edu</a>	

**FOUNDATIONS OF SOCIAL JUSTICE: VALUES, DIVERSITY, POWER & OPPRESSION**

**CULTURAL DIVERSITY IN THE UNITED STATES**

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.

**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 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 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. 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.

**COURSE OBJECTIVES**

Upon completion of this course students will be able to:

- 1.) Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to 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)**.

### **ACCREDITATION**

The University of Texas' 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 found in 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, create or enhance privilege and power

Objectives 2 and 3

Assignments:

Reflection Papers

Position Paper

Culture Chest

Critical Analysis and Social Action Paper & Presentation

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

Objectives 4

Assignments:

Initial & Final Personal Statements

Reflection Papers

Culture Chest

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

Objectives 2

Assignments:

Reflection Papers

Position Paper

Critical Analysis and Social Action Paper & Presentation

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

Objectives 2

Assignments:

Active Learning

Position Papers

Critical Analysis and Social Action Paper & Presentation

#### **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

Assignments:

Reflection Papers

Position Paper  
Critical Analysis and Social Action Paper & Presentation

**PB19** Advocate for human rights and social and economic justice

Objectives 1 and 5

Assignments:

Position Paper

Critical Analysis and Social Action Paper & Presentation

**PB20** Engage in practices that advance social and economic justice

Objectives 1 and 5

Assignment:

Critical Analysis and Social Action Paper & Presentation

**TEACHING METHODS**

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. This means that student and teacher are mutually responsible in terms of the learning process. Course content will be geared to social work practice. 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. The primary methods of instruction include: interactive lectures, reading assignments, class discussions, group and out-of-class exercises, and student presentations.

**REQUIRED TEXTS AND MATERIALS**

Required Texts:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Eds.). (2010). Second Edition *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York, NY: Routledge.

Supplemental:

Lum, D. (Ed.). (2011). *Culturally Competent Practice: A framework for understanding diverse groups and justice issues*. Belmont, CA: Brooks/Cole Cengage Learning. (Chapters 2 & 3 only)

The Adams text can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>. To purchase Chapters individually of the Lum text, go to [www.cengage.com](http://www.cengage.com).

## COURSE REQUIREMENTS

All readings must be completed before each class. Additional readings will be posted on Canvas.

### Attendance

Class attendance and punctuality (i.e. ready when class begins at the scheduled time) is expected, as is handing in assignments on time. Students anticipating an absence from class for a legitimate reason (serious illness, family emergency) should notify the Instructor in advance by e-mail. An attendance sheet will not be passed around. Instead, minute papers will be used to track your attendance. **If you are late, and do not complete the minute paper, you will be considered absent. Students with two unexcused absences will have 5 points deducted from their final grade. Beyond that, the instructor will deduct one (1) point from your final grade for each unexcused absence. Any student missing more than 4 classes (excused or unexcused) will not pass this course.** Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences with the Instructor.

### Active Learning (10 points)

The BSW program is a rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, **it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you; b.) aware of and not contributing to external or internal distractions keeping you from the "here and the now" for the successful completion of this course (be especially mindful of side conversations when others are talking in class); and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning.** Each student is expected to stay abreast of current events and present discussion questions related to critical course material. The instructor will award active learning points based upon observation and, if necessary, discussion with the student. ***Please turn in your active learning contract points with a two-sentence explanation as to why you have earned those points the week of December 1st.***

Expectations and Criteria for Evaluation: Class Participation

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing and both are necessary for an optimal learning experience.
  - Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, listening, reading with a critical eye, and reflecting and integrating your responses to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning process.
  - Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
  - Adherence to the NASW Code of Ethics (included in the required readings).
  - Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to the instructor early in the semester.
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## **Papers and Projects**

### **Reflections (5 reflections total - 2 point for each reflection=10 points)**

Reflection papers are your opportunity to use writing to integrate the assigned readings with your own thoughts and experiences. The purpose of the papers is to clarify your thinking and practice expressing your views on controversial topics. Reflection papers are a two-page informal assignment but must demonstrate an in-depth and honest personal reflection. At times, these reflections will be part of an assigned out of class project. The Instructor will assign out of class exercises ahead of time if applicable. If you choose not to participate in an out of class assignment, you need to speak to the Instructor in person regarding your reasoning.

Expectations:

- Read the assigned readings for the week and integrate them into your reflections
- Reflect on what you have read and how it affects your personal and professional life.
- Write **your** thoughts, opinions, feelings related to the issues raised in the readings.
- If this is also for an out of class exercise, please share your experiences, insights and how this relates to your social work practice (or your respective degree if-not SW)

**Headings for each reflection should be written as follows in the header of your Word document: Last Name, First Name/Date/Reflection # (1-5)**

Criteria for Evaluation:

- .50 pts Ability to demonstrate you have read the assigned material.
- .25 pts Relevance of your reflections to the readings.
- .50 pts In-depth and honest self-reflection.
- .25 pts Clarity, grammar and timely completion of the assignment (late reflections will not be accepted)

**Due Dates: 9/17, 10/15, 10/22, 11/5, 11/12 at 9:30am, submit via Canvas**

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### **Position Paper (10 points)**

Often we will be asked to advocate for our clients and community. I would like you to write a position paper that you will send to a Texas legislator/newspaper later in the semester. Please pick a social issue related to diversity, power and oppression that impact the lives of your potential clients and their respective communities. Writing a position paper will challenge you to critically evaluate and respond to ideas presented in the readings. As advocates for your clients and as agents for social change, you will need to effectively argue your position on controversial issues with the support of evidence. The importance of this assignment helps students develop the capacity to identify where they stand on an issue and to provide evidence to support their position and persuade others.

Guidelines for Writing Position Papers:

Before writing your position paper, reflect on the readings and our class discussions for your selected topic.

As an advocate for social change, you will be asked to build coalitions for your cause. You usually do not have much time to convey your message to a board, often just a few minutes at the most, therefore you need to not only write concisely but also descriptively, passionately and based on sound evidence (government/NGO websites, journal articles, etc.)

The position paper is a five-page assignment including references, not including title page.

Follow this format:

- Briefly identify the reading you are writing about (roughly 1-2 paragraphs);
- State the specific topic you are responding to (1 paragraph);
- State your position (remember position papers are not a summary of the reading, but your response to issues raised in the reading) (roughly 2 pages);
- Support your position with evidence. You may draw supporting evidence from other course readings, professional and scholarly literature, as well as personal and professional experience (roughly 2 pages).
- You must include sources from professional/scholarly literature. Remember “when in doubt, cite”.
- Cite all sources used and include a reference page following APA style guidelines.

Criteria for Evaluation:

- 1.0 Format (whether they have followed guidelines described above)
  - 4.0 Content (how clear and convincing their argument is)
  - 4.0 Persuasiveness (ability to sway the reader’s opinion)
  - 0.5 Writing Style (organization, clarity, grammar, punctuation...pay special attention to personal pronouns as subjects, prepositions at the end of a sentence, conjunctions, run on sentences, etc.)
  - 0.5 Adherence to APA style guidelines.
- Late position papers will not be accepted

**Sign Up for Topic: 9/3**

**Due Date: 10/8 at 9:30am via Canvas**

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### **Culture Chest (10 points)**

- Choose a small box for your “culture chest.”
- Place 5 items inside the box, these are your “inner identities” that people might not know about you by just passing you on the street. These items represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) 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 the box with 5 images with our “outer identities” that describe how you think others view your social identities and treat you based on these social identities by just “looking” at you. (e.g., pictures, drawings, words or phrases)
- Your presentation should indicate how each of the items relates to a social group membership, for example “this symbol reflects my gender because...”

- Please try to be mindful of time while presenting your culture chest so others also have an opportunity to do so in a timely manner. Each person will be **allotted 5 minutes maximum** so please practice and time yourself to make sure you achieve this very important requirement.

Criteria for evaluation:

- 3 pts Thoughtful contents inside the culture chest;
- 3 pts Thoughtful decoration of the outside of the culture chest; and
- 3 pts Presentation during class, including your description of how each item relates to a specific social group membership

**Sign Up for Date: 9/3**

**Due Date: 9/22, 9/24, depending on which date you signed up for**

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### **Group Critical Analysis and Social Action Paper (35 Points)**

During the course of this seminar, readings, lectures, and class discussions will touch on many pressing social justice issues. Students will indicate topic areas that are of interest to them. Students will be grouped with other students who have similar interests. Students can self-select into groups or the Instructor will assign based on students' requests. Students will then work together to develop a critical analysis and social action paper based on this topic. Excluding the title and reference pages, the length of the paper should be no less than 15 pages and no more than 20 pages including references but not including the title page.

On **10/6**, each group is required to submit a one-paragraph summary describing the topic of their proposed paper on Canvas. One representative from each group can upload the paragraph (meaning I do not need every group member to upload their group's paragraph). The instructor will provide feedback on the topic regarding scope and feasibility.

The purpose of the paper is to:

- Assist in integrating course content (readings, course lectures & discussions)
- Sharpen your critical analysis skills (what do YOU think? Where are the gaps?, etc.)
- Give you practice in progressing from the critical analysis and identification of a social problem to formulating a viable social action plan
- Assist you in seeing past the problems of individual clients by identify and addressing the broader, structural factors that compromise the well-being of individuals, families, and communities
- Give you an opportunity to work in a group setting

Your paper should include the following sections:

- Abstract:** Provide a brief, comprehensive summary of the contents of the paper. It allows readers to survey the contents.
- Statement of Purpose:** Define the problem, including who is impacted and how.
- Literature Review:** Integrate and summarize the existing literature on this social issue. You must conduct a literature search and cite at least 10 scholarly articles on the topic.

- d. **Theoretical Framework:** Identify a theory or theories that provide an explanation and understanding of the social issue, or hint of a possible solution.
- e. **Critical Analysis of the Problem:** Evaluate the credibility of the evidence presented in the literature review by addressing the following critical questions:
  - What is the evidence that the problem is really a cause for societal concern? (e.g., How prevalent is it? What is its impact?)
  - What are the relevant arguments regarding the topic? (e.g. What are the arguments for or against it?)
  - Who is presenting this evidence? What perspective are they coming from?
  - Is there evidence that is being omitted from either the argument or the counter argument?
  - How might this problem be addressed if it were viewed as an intrapersonal problem?
  - How might this problem be addressed if it were viewed as a structural, societal problem?
- f. **Social Action Plan:** Based upon your critical analysis of the problem, outline a comprehensive social action plan that covers micro, mezzo and macro level change.

Criteria for evaluation:

1.75 pts Coherent description of the problem (does the reader know what the problem is?)

1.75 pts Description of the prevalence and impact of the problem (have you included statistics or other modes of quality information to let you know how “big” of a problem this is?)

1.75 pts Quality of synthesis of the relevant literature (does the lit review give the reader a general knowledge of the issue and its problems?)

12.25 pts Quality of critical analysis, including balanced discussion of opposing viewpoints (have you related it to a theory?)

15.75 pts Clarity and viability of social action plan (NOTE: this is where students lose the most points, just make sure that the SAP match some of the things you spoke of previously. So for example, if you are creating a suicide prevention program and you mention that males and females have very different rates...but then they have a mezzo intervention that has males and females grouped together....it doesn't relate to what you previously wrote/shared. Also make sure you have all three (micro: one on one; mezzo: community based; macro: large scale).

1.75 pts Adherence to APA style guidelines (cites and ref page).

The instructor reserves the right to award differentially weighted grades on the group project based on the contribution of the group members to the paper and presentation. Each student is required to provide evaluations of their fellow group members' contributions and a final grade you believe they deserve. **Please provide this on the due date of the paper via email or provide a hard copy.**

**Sign Up for Topics: 9/10**  
**Description of Topic: 10/6**  
**Due Date: 12/1**

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### **Group Presentation (15 total points)**

The purpose of the presentation is to share information with your classmates that is important for social workers to know about the social justice issue your group has analyzed. Each group will present as though they are at a professional conference. They can present using a digital presentation (Powerpoint, Prezi, etc). Presentations will not exceed 10 minutes as all slides will be timed (i.e. slides will advance automatically by manually setting desired times). Please see this URL if you do not know how to manually set up timed slides: <http://office.microsoft.com/en-us/powerpoint-help/time-slides-with-a-timer-HP005195255.aspx>

The presentation should summarize the information covered in their Critical Analysis paper and should include the following sections:

- The social justice issue defined, including prominent proponents and opponents
- Existing theory and relevant research
- Social action plan

Criteria of Evaluation:

- 1 pts Ability to captivate and educate your audience about the social justice issue
- 10 pts Ability to provide an effective and convincing social action plan
- 2 pts Quality of the presentation
- 2 pts Extent to which you maximize your allotted time

**Sign Up for Presentation Date: 10/6**  
**Due Date: 11/19, 11/24**

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### **Final Personal Statement (10 points)**

To demonstrate your learning over the course of the semester, as well as to integrate that learning into your future professional life, write a three page essay that answers the following questions:

1. How have you grown as an individual and a future social worker?
2. What were the most important lessons you learned through your participation in this course?
3. How did you challenge your previous attitudes and opinions?
4. What were the most difficult aspects of this course for you?
5. How will this course help you in your future profession as a social worker (discuss both micro and macro applications)?
6. What will be your contribution to the field of social work and how will you change the world? Has this changed from the beginning of the semester?

Criteria of Evaluation:

- 3 pts Ability to demonstrate reflection and self-exploration.
- 4 pts Ability to demonstrate professional growth as a social worker/social justice advocate.
- 3 pts Adherence to APA style guidelines.

**Due Date: 12/3 in class, do not upload to Canvas, provide hard copy in person in class.**

**GRADING**

*Course Grades*

Active Learning	10 pts.
Reflections (5@ 2pts each)	10 pts.
Position Paper	10 pts.
Culture Chest	10 pts.
Group Critical Analysis and Social Action Paper	35 pts.
Group Presentation	15 pts.
Final Personal Statement	10 pts.
<b>Total</b>	<b>100 pts.</b>

**GRADING CRITERIA**

Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Professor in advance of the due date. Grades are not curved in this class.

Grades will be assigned as follows:

94.00-100 points	A (excellent)
90.00–93.999 points	A- (very good)

To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.

87.00-89.999 points	B+ (well above average)
84 -86.999 points	B (above average)
80–83.999 points	B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.999 points	C+ (average)
74.00–76.999 points	C
70.00-73.999 points	C

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis.

67.00-69.999 points	D+ (below average)
64.00-66.999 points	D
60.00-63.999 points	D-

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0 points or below	F (failing)
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## **COURSE POLICIES**

1. 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.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
4. 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.

### **Use of Canvas in Class**

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. It is required that students check their email daily.

### **Course and Instructor Evaluation**

Students will have two formal opportunities to evaluate the quality of the course and instruction. Mid-way through the course students will be asked to provide an anonymous evaluation about the first half of the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to contact the instructor to discuss the quality of the course and instruction and suggest changes that will facilitate their learning.

## 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 in Class**

The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

### **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://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 professor at the beginning of the semester so that needed accommodations can be discussed. 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 14 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 professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **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 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>.

*Not all issues can be handled appropriately on email. Students that wish to discuss concerns about their performance, grades, an assignment, or other more complex matters need to attend the instructor’s office hours or make an appointment.*

### **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 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>.

### **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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **Electronics in Class**

**Please turn off and put away your cell phones and laptops before class begins.**

**USE OF CLASS 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 instructor 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.

**CLASSROOM CIVILITY.** 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 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.

**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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

## COURSE SCHEDULE

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
<b>Week 1</b> 8/27 (W)	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Review of Syllabus &amp; Course Requirements</li> <li>• Class Agreements</li> </ul>		
<b>Week 2</b> 9/1 (M)	<b>LABOR DAY</b>	<b>ENJOY!!</b>	
9/3 (W)	<ul style="list-style-type: none"> <li>• Power, Privilege &amp; Oppression</li> <li>• Structural Issues</li> <li>• Social Justice &amp; Social Work</li> </ul>	Adams (2010), pp. 2-45 NASW Code of Ethics Galambos (2008) Scanlon (2001)	<i>Sign up-position paper topic</i> <i>Sign up-culture chest date</i>
<b>Week 3</b> 9/8 (M)	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Conceptual Frameworks &amp; Theoretical Perspectives</li> </ul>	Waller (2001), pp. 292-294 Ortiz (2010) McPhail (2003)	
9/10 (W)			<i>Sign up for group paper topics</i>
<b>Week 4</b> 9/15 (M)	<ul style="list-style-type: none"> <li>• Culture, Identity &amp; Social Construction</li> <li>• Intersectionality</li> <li>• Allies &amp; Critical Consciousness</li> </ul>	Adams (2010), pp. 45-58 Appleby (2001), Ch. 2 Broido (2005)	
9/17 (W)			Reflection (out of class exercise)
<b>Week 5</b> 9/22 (M)	<ul style="list-style-type: none"> <li>• Presentations: Culture Chests</li> </ul>		Culture Chest

9/24 (W)	<ul style="list-style-type: none"> <li>• Presentations: Culture Chests</li> </ul>		Culture Chest
<b>Week 6</b> 9/29 (M)  10/1 (W)	<ul style="list-style-type: none"> <li>• Race and Racism</li> </ul>	Adams (2010), Section 2 Higginbotham (2011), pp. 7-27, 51-61 Reason (2005) Marable (2004)	
<b>Week 7</b> 10/6 (M)  10/8 (W)	<ul style="list-style-type: none"> <li>• Gender and Sexism</li> </ul>	Adams (2010), Section 5 McPhail, (2008) Blood et al. (1983), pp. 181-185 Adams (2010), pp. 181-185	One paragraph description from each group of proposed topic for the Critical Analysis paper. <i>Sign up-group presentation date</i>  Position Paper due
<b>Week 8</b> 10/13 (M)  10/15 (W)	<ul style="list-style-type: none"> <li>• Sexual Orientation, Heterosexism, Homophobia &amp; Transgender Oppression</li> </ul>	Adams (2010), Sections 6 & 7 Schnoor (2006) Minwalla (2005) Potoczniak (2009) Szymanski (2005) Willis (2004)	Reflection (out of class exercise)
<b>Week 9</b> 10/20 (M)  10/22 (W)	<ul style="list-style-type: none"> <li>• Class and Classism</li> </ul>	Adams (2010), Section 3 Langston (1992) Kochlar (2011), pp. 3-8	Reflection (out of class exercise) <i>Students complete mid-term evaluation</i>
<b>Week 10</b> 10/27 (M)	<ul style="list-style-type: none"> <li>• Religion and Religious</li> </ul>	Adams (2010), Section 4	

10/29 (W)	Oppression	III&E (n.d.) Schlosser (2003) Poynting (2006) Grossman (2010) Mustafa (1993)	
<b>Week 11</b> 11/3 (M)	<ul style="list-style-type: none"> <li>Ability and Ableism</li> </ul>	Adams (2010), Section 8 Orlin (1995) Solis (2006)	
11/5 (W)	<ul style="list-style-type: none"> <li>Age and Ageism</li> </ul>	Adams (2010), Section 9 Finn (1998) Nelson (2005)	Reflection (out of class exercise)
<b>Week 12</b> 11/10 (M)	<ul style="list-style-type: none"> <li>Human Rights Perspective</li> <li>Critical Thinking</li> </ul>	Lum (2011) Ch. 3 Mumm (1997)	
11/12 (W)	LBJ Visit		Reflection (LBJ museum)
<b>Week 13</b> 11/17 (M)	<ul style="list-style-type: none"> <li>Work on Group Projects in class</li> </ul>		
11/19 (W)	<ul style="list-style-type: none"> <li>Two Group Critical Analysis and Strategic Action Presentations</li> </ul>		Presentations
<b>Week 14</b> 11/24 (M)	<ul style="list-style-type: none"> <li>Two Group Critical Analysis and Strategic Action Presentations</li> </ul>		Presentations
11/26 (W)	<ul style="list-style-type: none"> <li>Library day/ Individual meetings with instructor</li> </ul>		
<b>Week 15</b> 12/1 (M)	<ul style="list-style-type: none"> <li>Visions &amp; Strategies for Change</li> <li>Alliance Building</li> <li>Resistance to Oppression</li> </ul>	Adams (2010), pp. 599-615	Critical Analysis and Social Action Paper Due, Active Learning Contract Points Due
12/3 (W)	<p><b>LAST DAY OF CLASS</b></p> <ul style="list-style-type: none"> <li>Wrap-Up</li> <li>Reflection</li> <li>Looking Forward</li> </ul>	<p><b>ENJOY WINTER BREAK!</b></p>	Final Personal Statement (PAPER, not canvas)

