

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW325	Instructor: Diane McDaniel Rhodes, PhD E-mail: diane.rhodes@utexas.edu
Unique Number: 63040	Phone: (512) 471-1831
Semester: Fall 2014	Office Room: SSW 3.116D
Meeting Time: This is a web-based class	Office Hours: Tuesdays 9:30 to 11:00am Thursdays 11.30 – 2.00
Meeting Place:	

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, Culture Boxes, 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, Culture Boxes, Op-Ed Papers, Interviews

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

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, Mass: McGraw-Hill.

Adams, *Readings for diversity and social justice*. (2010) (2nd 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 the class wiki including the grading criteria.

Contributions to Class = 10 discussion posts, online dialogues (50 pts)

You are expected to participate in an interactive framework between students and professor. Failure to do so or failure to demonstrate comprehension of the class material through class discussion online will have an impact on the final grade.

Self-Interview (5 points)

Part I: At the beginning of the semester, you are asked to conduct an interview-style initial assessment of your own ideas and attitudes about diversity, privilege, and oppression. An interview guide is provided on the class wiki. You are asked not to prepare in any way for this assessment. You will make an mp3 audio or a video recording of yourself answering the questions in the interview guide. Your interview should last a minimum of 60 minutes. Your recording is due during the second session of class.

At the end of the semester you are asked to listen to/view the interview and to reflect on your responses in a 5-7 page essay **as part of your final exam**. The purpose of this assignment is self-reflection and not extensive discussion of the readings. Refer only to ideas, events, and readings that were most significant to you in your analysis.

OP-ED ESSAY (10pts each)

Two Op-Ed pieces written about an issue related to social justice, diversity, power, and oppression. We will read several examples of Op-Ed writings from the NY Times, Washington Post, and other major newspapers to familiarize students with the structure of writing an opinion that is substantiated by facts. This writing exercise is a way to present an effective and concise argument about important issues that impact the lives of your clients and the communities they live in. Writing Op-Ed pieces are also a way to advocate and participate in our democracy. Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 6th Edition) and include a reference page of all cited literature.

We will use NY Times word limit guidelines for op-ed submissions, recommended 750 words, however read the following articles by Op-Ed Editor David Shipley for detailed guidance:

<http://www.nytimes.com/2005/07/31/opinion/31shipley.html?adxnml=1&adxnmlx=1312145219-hrcY5PeF68QWkOrwm54Olg>

<http://www.nytimes.com/2004/02/01/opinion/and-now-a-word-from-op-ed.html>

Criteria for evaluation:

Adherence to op-ed guidelines (word limit). Content (clear and convincing substantiated argument). Writing Style (organization, clarity, grammar).

Comprehensive Examination (25 pts)

A comprehensive take home exam will be distributed near the end of the semester and

students will have approximately one week to complete the exam. Responses will be graded on thoroughness, including student's ability to integrate readings from the texts, collateral readings, and class discussions.

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 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 will result in loss of a letter grade. It is your responsibility to sign the weekly 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 a wiki page – a 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 also 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 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 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>.

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.

IX. COURSE SCHEDULE

Schedule & Topic	Reading	Assignments
Week 1 Welcome 8/29	Syllabus	Discussion: Introduce yourself Self Assessment
Week 2 Conceptual Frameworks 9/5	Johnson Ch1 & 2 Adams “The Complexity of Identity: ‘Who Am I?’ “Identities and Social Locations” “Theoretical Foundations”	Moyers & Diaz video Discussion
Week 3 Cycles of Socialization 9/12	Johnson Ch 3 Adams “The Cycle of Socialization” “The Cycle of Liberation”	Watch Jensen video Discussion
Week 4 Cultural Competency 9/19	Johnson Ch 4, 5 & 6	Discussion
Week 5 History of Privilege, etc	Zinn Ch 1 -4 / Ch 23 - 26	Discussion Op-ed Due
Week 6 Race 9/26	Adams “Symbolic Racism, History and Reality” “The Possessive Investment in Whiteness” “Waking Up White”	Watch 4 Videos: Tan Le Aaron Huey Kiri Davis Melody Hobson Online test: Project Implicit Discussion
Week 7 Class 10.3	Adams “The Dangerous consequences of Growing Inequality” “Migrant Tomato Workers Face Chronic Abuse” “White Poverty” http://www.yesmagazine.org/people-power/tiny-house-village-to-shelter-the-homeless-in-texas	How Rich Are You? (site where you can take the test and see where you are) Global Rich List Watch 3 videos: Jessica Jackley Jane Novogratz Nick Hanauer

		Discussion
Week 8 Gender 10.10	Adams "Night to His Day" "Masculinity as Homophobia" "Violence Against Women is a Men's Issue" "He Works, She Works" Web-articles 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 Boys Club: places where women have not been allowed to tread	Watch video: Jackson Katz video Discussion
Week 9 Heterosexual privilege 10/17	Adams "How Homophobia Hurts Everyone" "Sport" "Taking the Gay Insults Seriously" "Introduction – How Sex Changed" "Passing Realities" "Calling All Restroom Revolutionaries" Web article: 29 Examples of Heterosexual Privilege	Watch video: Lana Wachowski iO Twillett Wright LZ Ganderson Discussion Op-ed Due
Week 11 Age 10/31	Adams "Look Out Kid It's Something You Did" "Aging with Disabilities" "Adultism"	Watch video: <u>"Old Money" The Simpsons - Episode 217</u> Laura Carstensen Jared Diamond Discussion
Week 12 Ability 11.7	Adams "Historical, Theoretical, and Foundational Principles of Universal Instructional Design in Higher Education" "Mass Psychiatric Casualties" "Gawking, Gaping, Staring" "Recognizing Ableist Beliefs and Practices and Taking Action as An Ally"	Watch video: Able bodied assumptions: Because Who Is Perfect? Amy Mullins Stella Young

		May Soon Zayid Hugh Herr Discussion
Week 13 Religion 11/14	Adams "Christian Privilege" "Christian Privilege and the Promotion of 'Secular' and Not-So 'Secular' Mainline Christianity in Public Schooling and the Larger Society" "Jews in the US" "Faith-based Multiethnic Tenant Organizing"	Watch video: Karen Armstrong Kwame Anthony Appiah Discussion
Week 14 Change Strategies 11/21	Johnson Ch 8 & 9 Adams "Developing a Liberatory Consciousness" "Allies" "Intercepting the Cycle of Oppression" "Unite and Rebel" Jensen booklet	Watch video: http://www.upworthy.com/watch-a-preacher-succinctly-explain-what-everyone-missed-about-the-trayvon-martin-case-9?c=reccon1 Final Exam handed out
12.5	Review	Final exam due

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