

THE UNIVERSITY OF TEXAS AT AUSTIN * SCHOOL OF SOCIAL WORK

FOUNDATIONS OF SOCIAL JUSTICE

Fall 2014

Course and Unique Number: SW381S (GRAD) 63225

Meeting Time/Place: Thursdays, 5:30p.m. – 8:30p.m. /SSW 2.116

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Office Number: SSW 3.104

Office Hours: Availability by appointment: Thursdays
5:00p.m. – 5:30p.m.
8:30p.m. – 9:00p.m.

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.

Course Description

This course is based on 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; 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, 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;
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;
3. Understand the social construction of race and ethnicity, gender and sexual orientation;
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices 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.

Teaching Methods

The course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, news articles, quizzes, readings, paper assignments, community guest speakers, and lectures will be utilized. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class.

Class 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 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. 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://deanofstudents.utexas.edu/sjs/>).

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.

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 fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the 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.

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 or online at www.utexas.edu/student/cmhc/.

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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Required Text and Materials

Required Texts:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., Zuniga, X. (3rd Ed.). (2013). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York: Routledge.

Required Readings can be found on Canvas according to week the readings are assigned. All readings are expected to be completed before class.

Course Requirements

Your grade for this course will be based on the following assignments and expectations:

<i>Due Date</i>	<i>Assignment</i>	<i>Possible Points</i>
Nov. 20	Active Learning – Participation & Attendance	25
Sept. 4	Initial Personal Statement	75
Sept. 11, 25 Oct. 9, 23	Reflections on the Readings	100 (25pts. each)
Sept. 18	Culture Chest Presentations Due: One paragraph summary describing the topic of the Critical Analysis & Strategic Action Paper	100
Nov. 13 & 20	Position Papers	50 (25pts. each)
Dec. 4 th	Critical Analysis and Strategic Action Paper	100
Dec. 4 th	Group Project: Poster Session & Handouts	100

All written assignments should be double-spaced in 12-point New Times Roman font with 1-inch margins.

Assignment #1: Active Learning Contract– Participation & Attendance

You are expected to actively contribute to the class discussions and learning in and outside the classrooms and will be evaluated according the criteria listed below.

- Preparation – Are you prepared for class by reading the assignments? Are you on time to class? What have you learned outside of class that enhances our learning together?
- Quality of Participation – To what extent is your contribution to course discussions and small group activities meaningful? Does your participation in course discussions advance the depth of course learning?
- Current events - Students are expected to stay abreast of current events, and thus add to class discussions, by viewing at least one national or international news source on a weekly basis. Recommended sources include, but are not limited to: BBC, CNN, network news (i.e., CBS, ABC and NBC), New York Times, KUT/NPR, US News and World Report and Washington Post.

In addition to regular attendance, active and cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and engaging in class activities. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning process. **The instructor will award active learning points based upon observation and, if necessary, discussion with the student.** In addition, you have the opportunity to share why you have earned all or a portion of these points.

Turn in your active learning contract points including a 2 sentence explanation as to why you have earned said points on 11/20.

Expectations:

- Regular class attendance. A student may miss two classes without penalty. For each additional unexcused class missed, two points will be deducted from their active learning grade. Students missing several classes will be asked to meet with the instructor to discuss their attendance.
- 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.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference.
- View at least one national or international news source each week.
- Demonstrate understanding of current events and their relevance to course content.

Assignment #2: Initial Personal Statement

To assist you in beginning the course, write a three-page essay that answers the following questions:

1. What life and work experiences have informed your decision to become a social worker?
2. What is your first memory of something that was not fair or was unjust?
3. Describe an issue or movement you have been interested in or engaged with. What inspired you to get involved?
4. What is your vision of social change?
5. In what ways do you see yourself bringing about this change?
6. What resources (e.g., personal strengths, family/friend support, and community support) will you draw upon to facilitate your success in the class and program?
7. What are your hopes, fears, and anxieties about this course?

Criteria of Evaluation:

- Timely completion of the assignment.
- Ability to demonstrate reflection and self- -exploration.
- Adherence to APA style guidelines.

DUE: September 4th

Assignment #3: Reflections on the Readings

Six reflection papers are due over the course of the semester. The reflections are your opportunity to use writing to integrate the course readings and clarify your thoughts. Each student will be responsible for selecting which week's reading they will write reflection papers on. Students are expected to plan accordingly.

- Read the assigned readings for the week.
- Reflect on what you have read.
- Write your thoughts, opinions, feelings related to the issues raised in readings.

1 page, typewritten, double-spaced with 1 inch margins. Headings for each Reflection Paper should appear left aligned as shown below:

Last Name, First Name/Date/Reflection #

Criteria for Evaluation:

- Relevance to readings

- Clarity and timely completion of the assignment
- Adhere to the manuscript guidelines

DUE: Reflection papers are due by 5:45p.m. on the day the readings are due (9/11, 9/25, 10/9, 10/23).

Assignment #4: Culture Chest Presentation

Choose a small box for your “culture chest.” Place inside, 5 items that 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 your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) and/or have treated you based on these social identities.

Please try to be mindful of time while presenting your culture box so others also have an opportunity to do so within a timely manner. As you share each item it is necessary to explain how this relates to a particular social identity.

Criteria for evaluation:

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

DUE: Presentations September 18th

Assignment #5: Position Papers

The readings cover many controversial social issues related to diversity, power and oppression that impact the lives of your clients and their respective communities.

Writing Position Papers 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 identify and be able to effectively argue your position on controversial issues.

Reflection on the readings is an informal assignment for the purpose of integrating the reading

with your own ideas/experiences and to assist you in clarifying your thinking. A position paper is a formal paper in which you present an argument using a specified format. Guidelines for writing Position Papers:

Before writing your Position Paper, reflect on the readings. Then choose one issue discussed in the reading and articulate your position related to that issue.

Follow this format:

- Briefly identify the reading you are writing about.
- State the author's position to which you are responding (include page #).
- State your position (remember Position Papers are not a summary of the reading, but your response to issues raised in the readings).
- Support your position with evidence. You may draw supporting evidence from scholarship, personal and professional experience.
- Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 6th Edition).
- Include a reference page of all cited literature.
- Late position papers will not be accepted.

1 page, typewritten, double-spaced with 1" margins. Headings for each Position Paper should appear left aligned as shown below:

Last Name, First Name/Date/Reflection

Criteria for Evaluation:

- Format (whether you have followed guidelines described above).
- Content (how clear and convincing your argument is and supported by evidence).
- Writing Style (organization, clarity, grammar, punctuation).
- Adherence to manuscript guidelines (see attachment).

Due: November 13th and November 20th

Assignment #6: Critical Analysis and Strategic Action Paper

During the course of this seminar, the readings, lectures, videos and class discussions have touched on many pressing social justice issues. The purposes of the paper are to:

- Assist in your integration of the course content.
- Sharpen your critical analysis skills.

- Give your 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 limited personal problem focus of social work practice and identifying the broader, structural eco-systemic factors that compromise well-being of individuals, families, and communities.
- Give you an opportunity to work within a group.

At a minimum, excluding the title and reference pages, the length of the paper should be no less 4, no more than 5 pages. On September 18th, students are required to pass into the instructor a one paragraph summary describing the topic of the paper.

Your paper should include the following sections:

- Abstract. Overview of what the reader can expect is covered in the paper.
- Statement of Purpose. Define the problem, including who is impacted and how.
- Literature Review. Integrate and summarize the existing literature on this social issue. At a minimum, you must search the Social Science Abstracts and cite at least 10 scholarly articles on the topic. Discuss theory or theories that assist in the understanding of the social justice issue.
- 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?
 - Who is presenting this evidence?
 - Where are they coming from?
 - What evidence is being omitted from both argument a counter argument?
 - How does this make sense in an ecosystem?
 - How might this problem be assessed or addressed if it were viewed as an intrapersonal problem?
 - How might this problem be assessed and address if it were viewed as a structural, societal problem?
- Strategic Action Plan. Based upon your critical analysis of the problem, outline a social action plan on a micro, mezzo and macro level (praxis).
 - Criteria for evaluation:
 - Coherent description of the problem.
 - Quality of synthesis of relevant literature.
 - Quality of critical analysis, including balanced discussion of opposing viewpoints.
 - Clarity and viability of social action plan.
 - Conformity to Manuscript Guidelines (attachment).

Due: December 4th

Assignment #7: Group Project: Poster Session & Handouts

The purpose of the poster session is to share with your classmates information that is important for social workers to know about the social justice issue you have analyzed. Just as you would in a professional conference poster session, you will prepare a poster (Tri-fold/36" high/48" wide (unfolded) with print and graphics highlighting the findings from your paper. The poster should have 3 sections:

- Left Panel: The Social Justice Issue Defined
- Middle Panel: Existing theory/research, including prominent proponents and opponents.
- Right Panel: Social Action Plan

Criteria of Evaluation:

Your poster session will be evaluated based on the extent to which you maximize the medium of verbal/non-verbal communication, visual presentation to captivate and educate your audience about the social justice issue and how it might be addressed.

Handouts (5 of the 20 points)

The purpose of this assignment is to share what you have learned and to educate your colleagues about the social justice issue. Present a 1 page 2-sided handout and bring copies for the class and instructor.

- Front: a description of the social justice issue along with a summary of the primary scholars who have addressed this issue.
- Back: an annotated bibliography of the 10 most useful sources related to this issue (include APA style reference with a 2-3 sentence describing the most important points of the article)

Criteria for Evaluation:

Your handout will be evaluated based on:

- Clarity of description of the social justice issue.
- Whether the theorist you have included are the most salient theorists.
- The importance of the journal articles you have chosen to include in your annotated bibliography and the extent to which you have summarized the key content of the article.

Due: November 6 & 13

Grade Ranges Corresponding to Letter Grades

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

Course Calendar

<u>Date</u>	<u>Description</u>	<u>Readings</u>	<u>Assignment Due</u>
August 28 Class 1	<ul style="list-style-type: none"> • Introductions • Course Overview (Themes) • Class Agreements • Course Requirements • Labeling • Cycle of Socialization • Common Ground 	Syllabus Text: Adams et al. (2013), 3rd edition pp.1-21	
September 4 Class 2 <i>Select Groups and Group Presentation Topic</i>	<ul style="list-style-type: none"> • Power, Privilege & Oppression: Conceptual Frameworks & Theoretical Perspectives • Cultural Norms, Values & Role Expectations related to Oppression • Cross-Cultural Empathy 	Text: Adams et al. (2013), 3rd edition pp.21-56	<i>Initial Personal Statement</i>

September 11 Class 3	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk: <ul style="list-style-type: none"> ○ Sexual Orientation ○ Heterosexism ○ Homophobia ○ Transgender Oppression 	Text: Adams et al. (2013), 3rd edition pp.373-459	<i>Reflections on the Readings</i>
September 18 Class 4	<ul style="list-style-type: none"> • Culture Chest Presentations 		<i>Culture Chest Presentations</i>
September 25 Class 5	<ul style="list-style-type: none"> • Culture Chest Presentations • Resilience Theory • Specific Identity Constructs & Populations at Risk: <ul style="list-style-type: none"> ○ Race & Racism 	Text: Adams et al. (2013), 3rd edition pp.65-139	<i>Culture Chest Presentations</i> <i>Reflections on the Readings</i>
October 2 Class 6	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations at Risk: <ul style="list-style-type: none"> ○ Gender & Sexism 	Text: Adams et al. (2013), 3rd edition pp.317-371	
October 9 Class 7	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations at Risk: <ul style="list-style-type: none"> ○ Class/Classism 	Text: Adams et al. (2013), 3rd edition pp.141-228	<i>Reflections on the Readings</i>
October 16 Class 8	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations at Risk: <ul style="list-style-type: none"> ○ Religion 	Text: Adams et al. (2013), 3rd edition pp.229-315	
October 23 rd Class 9	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations at Risk: <ul style="list-style-type: none"> ○ Ableism ○ Ageism 	Text: Adams et al. (2013), 3rd edition pp.461-534, 535-588	<i>Reflections on the Readings</i>
October 30 th Class 10	No class/groups work on group project		
November 6 Class 11	<ul style="list-style-type: none"> • Critical Analysis & Strategic Action 	Text: Adams et al. (2013), 3rd edition pp.	

November 13 Class 12	Guest Speaker		<i>Position Papers</i>
November 20 Class 13	<ul style="list-style-type: none"> • Intersectionality of Oppression • Multiple Levels of Interruption • Alliance Building • Resistance to Oppression 	Text: Adams et al. (2013), 3rd edition pp.589-645	<i>Active Learning Contract– Participation & Attendance</i> <i>Position Papers</i>
December 4 Class 14	Course-Instructor Surveys <ul style="list-style-type: none"> • Poster Session & Handouts 	Group Project Presentations	<i>Critical Analysis and Strategic Action Paper</i>

Bibliography (to be provided)