

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

Course Number: SW 381	Instructor: Susan M. De Luca, Ph.D.
Unique Number: 93870	Semester: Summer 2014
Class Time: Mondays, Wednesdays 8:30-11:00	Class Location: SSW 2.118
Office Hours: By appointment	Office Location: 3.130L
Instructor Email: sdeluca@austin.utexas.edu	

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 Text:

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.

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, NPR, US News and World Report and Washington Post. Students will be asked each class if they have a current event they would like to share. The number of current events offered in class will be documented each week and considered as part of a active learning points towards their final grade.

All readings are expected to be completed **before each class**. The instructor reserves the right to assign additional readings to supplement the required texts and articles. Additional readings will be posted on Blackboard or distributed in class.

COURSE REQUIREMENTS

Your grade for this course will be based on: **an active learning grade; an initial personal statement; 5 two-page reflection papers; a position paper; a culture chest grade; a group critical analysis paper; a group presentation; and a final personal statement.**

Attendance

It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance 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.

1) Active Learning (10 points):

The MSW 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 external or internal distractions keeping you from the "here and the now" purpose and successful completion of this course; and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning.** As part of active participation in the class, 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 July 28th.***

Expectations: 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, reading with a critical eye, and writing in response 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.

- 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.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation: (this will be an ongoing assessment throughout the semester)

- √ Evidence that you have reflected upon and integrated material learned via readings, discussion and class participation.
- √ Degree to which your communication is relevant and adds to class discussion.
- √ Attendance: students are expected to attend all classes.
- √ Punctual arrival to class.
- √ Adherence to the NASW Code of Ethics (included in the required readings).

2) Initial Personal Statement (5 points):

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

1. What life and work experiences have informed your decision to become a social worker? (if not a social work students, please answer according to your own major)
2. What are your professional goals?
3. What adjustments will you have to make to meet the challenges of the MSW program?
4. What resources (e.g., personal strengths, family/friend support, community support) will you draw upon to facilitate your success in the class and program?
5. What will be your contribution to the field of social work and how will you change the world?

Criteria of Evaluation:

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

Due Date: 6/11 at 8:30am submit via Canvas

3) Reflections (5 points total - 2 point for each reflection):

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 an informal assignment but must demonstrate an in-depth and honest personal reflection. **Students will be assigned a number of “out of class” exercises pertaining to a specific concept discussed that week. During those weeks (professor will announce accordingly) students will be required to reflect on their experiences. If a student chooses not to participate in an out of class exercise, the student MUST meet with the professor before the reflection due date.**

Expectations:

- Read the assigned readings for the week.
- 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.

Headings for each reflection should be written as follows and nothing else as a heading:

Last Name, First Name/Date/Reflection # (1-5)

0.5 points will be deducted from papers that do not include this header.

Reflection due on the assigned date (see calendar) no later than 8:30am, on Canvas.

Criteria for Evaluation:

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

4) Position Paper (10 points)

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 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. A position paper is a formal paper in which you present an argument using the specified format. The importance of this assignment is for students to 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 for your selected topic. Then choose one issue discussed in the readings and articulate your position related to that issue. The position paper is a **five-page** assignment.

Follow this format:

- Briefly identify the reading you are writing about;
- State the specific topic you are responding to;
- State your position (remember position papers are not a summary of the reading, but your response to issues raised in the reading);
- 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.
- **You must include at least 3 sources from the professional/scholarly literature.**
- Cite all sources used and include a reference page following APA style guidelines.

Criteria for Evaluation:

- √ Format (whether you have followed guidelines described above)
- √ Content (how clear and convincing your argument is)
- √ Persuasiveness (ability to sway the reader's opinion)
- √ Writing Style (organization, clarity, grammar, punctuation)
- √ Adherence to APA style guidelines.

Sign Up for Topic: 6/11 (in class sign up)
Due Date: 7/16 at 8:30am due on Canvas

5) Culture Chest (10 points):

- Choose a small box for your “culture chest.”
- Place 5 items inside the box 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 the box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view your social identities and treat you based on these social identities.
- 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.

Criteria for evaluation:

- ✓ Thoughtful contents inside the culture chest (3 points);
- ✓ Thoughtful decoration of the outside of the culture chest (3 points); and
- ✓ Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (4 points)

Due Date: 6/23 at 8:30am in class

6) 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 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.

On **7/2 at 8:30am**, each group is required to submit a one-paragraph summary describing the topic of their proposed paper. The instructor will provide feedback on the topic regarding scope and feasibility.

The purpose of the paper is to:

- Assist in integrating course content
- Sharpen your critical analysis skills
- 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:

- a. **Abstract:** Provide a brief, comprehensive summary of the contents of the paper. It allows readers to survey the contents.
- b. **Statement of Purpose:** Define the problem, including who is impacted and how.
- c. **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:

- ✓ Coherent description of the problem
- ✓ Description of the prevalence and impact of the problem
- ✓ Quality of synthesis of the relevant literature
- ✓ Quality of critical analysis, including balanced discussion of opposing viewpoints
- ✓ Clarity and viability of social action plan
- ✓ Adherence to APA style guidelines

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. If an individual student's performance is consistently below par, students should set up a meeting with the instructor to discuss the situation. With that said, past classes have suggested a peer review process. Based on their feedback, each member of each group will evaluate each person in their group by assigning them a letter grade. While the instructor makes the final determination of each student's grade, peer evaluations will be taken into consideration.

Sign Up for Topics: 6/16 in class

Description of Topic (one paragraph): 7/2 at 8:30am on Canvas

Due Date: 7/28 at 8:30am on Canvas

7) 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 PowerPoint presentation or a poster. The presentation should summarize the information covered in their Critical Analysis paper and should include the following sections and in Pechakucha format (see Canvas for details):

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

Criteria of Evaluation:

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

Sign Up for Presentation Date: 7/2 in class

Due Date for paper and peer evaluations: 7/21 at 8:30am

8) Final Personal Statement (5 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:

- √ Ability to demonstrate reflection and self-exploration.
- √ Ability to demonstrate professional growth as a social worker.
- √ Adherence to APA style guidelines.

Due Date: 7/28 at 8:30am due in class (not Canvas)

Writing guidelines. Papers must be typewritten in 12pt Times New Roman font, double-spaced, proofread for spelling and grammatical errors. Papers, projects and presentations awarded the highest grades include the following elements:

- Evidence of independent, critical thinking
- Integration of material from lectures and course readings

Many students in graduate school are asked to seek out the writing center's lab. Please use this tool in order to be successful in the MSSW program.

GRADING

Course Grades

Active Learning	10 pts.
Initial Personal Statement	5 pts.
Reflections (total of 5)	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	5 pts.
Total	100 pts.

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.

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.

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
6/9 (M)	Introductions Course Overview Review of Syllabus & Course Requirements Class Agreements		
6/11 (W)	Power, Privilege & Oppression Structural Issues Social Justice & Social Work	Adams (2010), pp. 2-45 NASW Code of Ethics Galambos (2008) Scanlon (2001)	Initial Personal Statement due on Canvas <i>Sign up-position paper topic in class</i>
6/16 (M)	Definitions Conceptual Frameworks & Theoretical Perspectives	Lum (2011) Ch. 2 Waller (2001), pp. 292-294 Ortiz (2010) McPhail (2003)	<i>Sign up for group paper topics in class</i>
6/18 (W)	Culture, Identity & Social Construction Intersectionality Allies & Critical Consciousness	Adams (2010), pp. 45-58 Appleby (2001), Ch. 2 Collins (1998) Cipolle (2010) Broido (2005)	Reflection due
6/23 (M) SNAP	Presentations: Culture Chests		Culture Chests
6/25 (W) SNAP	Poverty/SNAP Guest Speaker: Dr. Miguel Ferguson, Associate Professor, School of Social Work	Adams (2010), Section 3 Langston (1992) Kochlar (2011), pp. 3-8	Reflection due
6/30 (M)	Sexual Orientation, Heterosexism, Homophobia & Transgender Oppression Guest Speaker: Shane Whalley, MSSW UT, Education Coordinator of the Gender and Sexuality Center	Adams (2010), Sections 6 & 7 Morrow (2006) Potoczniak (2009) Minwalla (2005) Schnoor (2006) Szymanski (2005) Willis (2004)	Reflection due
7/2 (W)	Gender and Sexism	Adams (2010), Section 5 McPhail, (2008)	One paragraph

		Blood et al. (1983), pp. 181-185 Adams (2010), pp. 181-185 Ferguson (2010)	description from each group of proposed topic for the Critical Analysis paper.
7/7 (M)	Race and Racism Guest Speakers: Ryan Miller, Ed.M. UT, Associate Director of Campus Diversity and Strategic Initiatives Betty Jeanne Taylor, Ph.D Director of Diversity Education Initiatives	Adams (2010), Section 2 Higginbotham (2011), pp. 7-27, 51-61 Reason (2005) Marable (2004)	
7/9 (W)	Religion and Religious Oppression	Adams (2010), Section 4 III&E (n.d.) Schlosser (2003) Poynting (2006) Grossman (2010)	
7/14 (M)	Ability and Ableism Guest Speaker: Emily Shyrock, UT Disabilities Services Coordinator	Adams (2010), Section 8 Orlin (1995) Solis (2006)	Reflection due
7/16 (W)	Age and Ageism Guest Speaker: Leonor Vargas, LMSW, Director, Mendez Family Resource Center, Consuelo Mendez Middle School	Adams (2010), Section 9 Finn (1998) Nelson (2005)	Position Paper Due in Canvas
7/21 (M)	Group Critical Analysis and Strategic Action Presentations		Presentations
7/23 (W)	Visions & Strategies for Change Alliance Building Resistance to Oppression	Adams (2010), pp. 599-615	LBJ visit Reflection due 7/25 on Canvas
7/28 (M)	Human Rights Perspective Critical Thinking Guest Speaker:	Lum (2011) Ch. 3 Mumm (1997)	Critical Analysis and Social Action Paper due on Canvas

	Laurie Cook Heffron, LMSW, Research Program Coordinator and doctoral student with The University of Texas at Austin's Institute on Domestic Violence and Sexual Assault (IDVSA)		Final Personal Statement due in class
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