

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

**MAYMESTER ABROAD IN LONDON**

<b>Course Number and Unique Number:</b> SW 460K, 63390; WGS 440, 47340; SW495K, 63750	<b>Course Instructors:</b> Barbara Anderson, LCSW Vicki Packheiser, LCSW
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<b>Semester:</b> Spring 2014	<b>Phone:</b> Anderson: 512/232-7118 Packheiser: 512/471-2364
<b>Meeting Time and Place:</b> May 26 to June 21, 2014 London, England	<b>Office Hours:</b> Anderson: Wednesdays, 12:30–1:30 pm and by appointment Packheiser: Mondays, 2:00 -3:00pm and by appointment

**LONDON—ROOTS OF SOCIAL AND ECONOMIC JUSTICE:  
AN INTERNATIONAL PERSPECTIVE  
(4 credit hours)**

**Global Cultures Flag**

This course carries the Global Cultures flag. Global Cultures courses are designed to increase students' familiarity with cultural groups outside the United States. Students should therefore expect a substantial portion of their grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

**I. Course Description**

The course is designed to teach the historical roots of the professionalization of helping others and the profession of social work. The course focuses on the governmental social services delivery system and its impact on client populations, and the diverse cultures living in London that provide the context for social services. The course is taught through cultural immersion in ethnic neighborhoods, field visits, and seminars. The purpose of this course is to deepen students' understanding of the rights and responsibilities of citizenship in an increasingly global society. A further goal is to promote cross-cultural learning, and to expand critical appreciation of the social framework in which we live as it relates to the moral and ethical problems encompassed by social justice.

Students enrolled in this course will also be required to attend seminars in order to prepare them for the study abroad Maymester course. Seminars will be held in the spring for a total of about 6 hours.

## II. Course Objectives

By the end of this course students will demonstrate:

1. Knowledge of the British roots of the professionalization of helping others;
2. Awareness of the social, economic and political forces that have shaped the development of social welfare systems in the United Kingdom;
3. Knowledge of the ways in which social services promote social justice and enhance the well being of people in various, historically oppressed groups;
4. Understanding of some of the major issues and trends in various areas of social work practice such as child welfare, domestic violence, immigration, and substance abuse;
5. Critical analysis of the intercultural dynamics of the various ethnic and cultural groups and the impact on the social service delivery system.

## III. Texts and Materials

Required:

Garcia, B., & Van Soest, D. (2006). *Social work practice for social justice*. Alexandria, Virginia: CSWE Press.

London, J. (2001). *People of the abyss* (Centenary ed.). Sterling, Virginia: Pluto Press.

Smith, Z. (2001) *White teeth*. New York: Vintage Books.

Additional required course readings may be posted on [Blackboard](#).

## IV. Course Requirements and Grading

This study abroad course is co-taught by faculty members of the University of Texas at Austin School of Social Work. The course meets for four required seminar sessions in the spring and is taught in London over a four week period. While in London, the class meets for four days each week. Often, there is one afternoon per week that is unscheduled. This available time is structured so that students can complete visits to social service agencies and other course requirements. Students must live in university provided housing and attend as well as actively participate in scheduled field visits, intercultural activities, seminars and class discussions. Blackboard, the university classroom management system, will be used to communicate, and may be used to submit and manage assignments. The course relies upon students' willingness to work and learn in a supportive peer learning community. Together, the class members create a safe environment for critical self-reflection, group interaction, and immersion in the culture and diversity of London, England. This course is offered with the cooperation of the UT Study Abroad Office and the AIFS (American Institute for Foreign Study), which is the local provider/coordinator in London. Grading is based on attendance, accountability, participation, and completion of all assignments as specified in this syllabus. Graduate students have an additional assignment as specified in this syllabus.

## **Assignments**

The following is a brief description of required course assignments. Detailed assignment instructions, including: purpose, grading criteria, method of submission and due dates, will be provided in a separate handout. All assignments will be reviewed in detail in advance and students are encouraged to ask questions or meet with course instructors should they have any questions. Specific point totals for each assignment are provided in the descriptions below.

### **Researching Course Themes**

**10 Points**

Students will write a one page summary of their exploration of three web sites relevant to the social justice content of this course. For each web site, the student will include: the hyperlink to the home page, a brief description of the site, an analysis of the relevance to social justice, and the student's impressions and reactions.

### **Summary, Analysis and Reflection (SAR) Papers**

**40 Points**

Students will write four three page papers on assigned course readings. In each paper, the student will very briefly summarize the readings, critically analyze the reading, and reflect on the content in relation to the class experience. Two papers are due in the spring. Two papers are due in London. The course readings are noted in section III of this syllabus and are described in greater detail in the separate assignments handout.

### **Summary, Analysis and Reflection (SAR) Paper – 2 Assigned Novels**

**20 Points**

People of the Abyss by Jack London and White Teeth by Zadie Smith

Students will read both of the above novels and write a three page paper briefly summarizing the novels and then critically analyzing and reflecting on the content following specific guidelines.

### **Social Justice Issue Groups**

**15 Points**

The class will divide into small groups that are called Social Justice Issue Groups. Each small group will have two to five students and will focus on one social justice issue that is of common interest to the group members. The social justice issues for this course include poverty, immigration, child welfare, health care, and human sexuality/gender. Other issues will be considered, as the interests of class members dictate. Each group will identify and visit three social service agencies and/or community resources that focus on the issue selected. These experiences will be part of the basis for the Social Justice Issue Eco-map/Analysis and Annotated Bibliography assignment and should be completed by the third week in London.

### **Social Justice Issue Eco-map/Analysis and Annotated Bibliography**

**20/55 Points**

Students will critically explore the social justice issue that is the focus of their Social Justice Issue group through the completion of an Eco-map Analysis and an Annotated Bibliography. Additionally, graduate students will complete an Issue Analysis paper. This assignment is worth 20 points for undergraduate students and 55 points for graduate students.

### **Community Observation and Immersion**

**10 Points**

Students will select an ethnic London neighborhood or place of worship to visit. This assignment serves to enhance students' understanding of the ethnic and cultural diversity in London. The purpose of this immersion is to give students an additional opportunity to

observe life in London that may be different from previous familiar experiences. A two-page paper will be written.

### Summary of Assignments for Undergraduate Students

Specific assignment instructions and grading criteria are outlined in a separate handout that describes each assignment in detail.

Assignments	Due Date	Points
Researching Course Themes	February 21	10
Spring Summary, Analysis and Reflection (SAR) Papers on Assigned Course Readings #1 and #2	March 28 and April 25	20 (10 points each)
Summary, Analysis and Reflection (SAR) Paper on <i>People of the Abyss</i> and <i>White Teeth</i>	May 27	10
London Summary, Analysis and Reflection (SAR) Papers on Assigned Course Readings #3 and #4	Report #3: TBD Read material by TBD Paper due on TBD  Report #4: TBD Read material by TBD Report due on TBD	20 (10 points each)
Social Justice Issue Eco-Map/Analysis and Annotated Bibliography	June 17	20
Community Observation/Immersion	No later than June 17	10
Social Justice Issue Group Participation, attendance and timeliness	No later than June 17	15
		10
		<b>Total points 125</b>

### Letter grades will be assigned as follows:

Point Total	% Equivalent	Grade
117.5-125 points	(94.0 and above)	A
112.5-117.499 points	(90.0 - 93.999)	A-
108.75-112.499 points	(87.0 - 89.999)	B+
105-108.749 points	(84.0 - 86.999)	B
100-104.999 points	(80.0 - 83.999)	B-
96.25- 99.999 points	(77.0 - 79.999)	C+
92.5-96.249 points	(74.0 - 76.999)	C
87.5-92.499 points	(70.0 - 73.999)	C-
83.75-87.499 points	(67.0 - 69.999)	D+
80-83.749 points	(64.0 - 66.999)	D
75-79.999 points	(60.0 - 63.999)	D-
74.999 and below	(59.999 and below)	F

### Summary of Assignments for Graduate Students

Specific assignment instructions and grading criteria are outlined in a separate handout that describes each assignment in detail.

Assignments	Due Date	Points
Researching Course Themes	February 21	10
Spring Summary, Analysis and Reflection (SAR) Papers on Assigned Course Readings #1 and #2	March 28 and April 25	20 (10 points each)
Summary, Analysis and Reflection Paper (SAR) on <i>People of the Abyss</i> and <i>White Teeth</i>	May 27	10
London Summary, Analysis and Reflection (SAR) Papers on Assigned Course Readings #3 and #4	Report #3: TBD Read material by TBD Report due on TBD  Report #4: TBD Read material by TBD Report due on TBD	20 (10 points each)
Social Justice Issue Eco-Map/Analysis and Annotated Bibliography <b>and</b> Issue Analysis Paper	June 17	55
Community Observation/Immersion	No later than June 17	10
Social Justice Issue Group	June 17	15
Participation, attendance and timeliness		10
		<b>Total points 150</b>

#### Letter grades will be assigned as follows:

Point Total	% Equivalent	Grade
141-150 points	(94.0 and above)	A
135-140.999 points	(90.0 - 93.999)	A-
130.5-134.999 points	(87.0 - 89.999)	B+
126-130.499 points	(84.0 - 86.999)	B
120-125.999 points	(80.0 - 83.999)	B-
115.5-119.999 points	(77.0 - 79.999)	C+
111-115.499 points	(74.0 - 76.999)	C
105-110.999 points	(70.0 - 73.999)	C-
100.5-104.999 points	(67.0 - 69.999)	D+
96-100.499 points	(64.0 - 66.999)	D
90-95.999 points	(60.0 - 63.999)	D-
89.999 and below	(59.999 and below)	F

## **V. Class Policies**

### **Safety**

Students will have assignments that involve visiting agency and community settings in London. As such, these assignments may present some risks. Sound choices and caution may lower these risks. Students are advised to visit agencies and communities in small groups. It is the student's responsibility to use sound and mature judgment, and to be aware of and adhere to policies and practices related to community safety. Students should also notify the instructors and the local provider/coordinator regarding any safety concerns.

### **Student Conduct**

Class discussions, field trips, and presentations will entail listening to the opinions and concerns of others with openness. Students are expected to offer suggestions, questions, and ideas in a positive and respectful manner and demonstrate a willingness to promote group cohesiveness in the learning environment. Students are further expected to conduct themselves as positive ambassadors of the University of Texas at Austin and the United States.

### **Peer Learning**

The London Maymester requires students to work and learn in a supportive peer learning community. This requires personal risk taking, willing examination of attitudes and life experiences, exploration of diversity, and encounters with others whose life experiences are different from one's own experiences. This will take place both within and outside of the classroom. Students will move about the city together, both independently and with faculty, and are expected to engage actively and respectfully in the hands on, intense learning experience.

### **Attendance, Participation and Timeliness**

Attendance, participation and timeliness for all course activities over the full course period, including spring seminars, is expected of all students. A total of two days of absence may result in a lower course grade. More than two days absence may result in the student being dropped from the course. Repeated late arrivals may be considered as an absence. Field trips, guest presentations, class activities and discussions are essential for students' learning and this type of learning cannot be "made up" once missed. Students are expected to notify the instructors prior to class, or seminar if a student cannot attend due to illness or an emergency. Students may be asked to document the illness or emergency. If a student is unable to attend any spring seminars, then contact both the instructors. Students who are planning non-course related travel are advised to plan with awareness of class meeting times and assignment due dates in order to not impact their participation and attendance grades.

### **Time Management - Assignment Due Dates**

Assignments must be turned in at the start of class on the due date. Contact the instructors before the assignment is due if other arrangements need to be made due to an emergency. Late points may be deducted for assignments submitted after the due date. Students are advised that computer access in London is less than in the USA. Students are thus encouraged to plan for the completion of assignments in advance of due dates.

**Time Management - Transportation**

In London, we often will meet off site for field trips. It is the student's responsibility to arrive on time to designated meeting points so that the class is able to arrive at field visits on time. Students must be prepared to manage the challenges of public transportation and arrive in a timely manner. This will require research and planning on the part of the student.

**Following Proper Channels for Communication and Conflict Resolution**

Students are expected to use identified channels for resolving concerns that arise during the course period. In the case of conflicts on group projects, students are expected to first address the concerns directly with the involved parties. If this is unsatisfactory, then consult with the instructors. For concerns regarding housing and logistics, the local provider/coordinator in London is the primary contact. Students should be prepared to discuss concerns in a professional and respectful manner and offer possible solutions.

**Papers**

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

**Feedback**

Students will be asked to provide feedback on their learning and the instructors' teaching strategies in informal as well as formal ways. It is very important for the instructors to know the students' reactions to what is taking place in class, ensuring that together the instructors and students can create a dynamic and effective learning community. Students are encouraged to provide feedback to the instructors during class, through the completion of course surveys and meeting with the instructors in person.

**VI. University Policies**

The following universities policies will be observed:

**The University of Texas at Austin Student Honor Code**

All students are expected to abide by the Student Honor Code. "As a student of the University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity".

**The University of Texas at Austin Code of Conduct**

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**

Students are expected to act like professionals in class. This means students should arrive on time for class, be prepared to participate in class discussions, and show respect for one another's opinions. In the classroom environment, students will be exposed to diverse ideas and opinions and may not always agree with ideas expressed by others. However, students are expected to engage one another with respect, courtesy and professionalism. This entails listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

**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**

According to 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.

**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/>).

**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 email address. Students should check their email 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>

**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 that 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.

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

## VII. Course Bibliography

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Rowlands, J. (2002, November). Alive and kicking: Women's and men's responses to poverty and globalization in the UK. *Gender and Development*, 10(3), 31-40.

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