

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course/Unique Number: UGS 302 / U# 64830	Office Number: SSW 3.130K
Semester: Spring 2014	Office Phone: 471-6266
Meeting Time/Place: Tues 2:00-5:00p / Main 220C	Office Hours: Friday 1-3 pm & by appt.
Instructor: Professor Yolanda C. Padilla, PhD, LMSW-AP, ypadilla@utexas.edu	

Signature Course

HOW TO CHANGE THE WORLD (UGS)

FLAG: *Writing*

FLAG: *Ethics and Leadership*

Signature Courses are an important part of becoming a successful college student at UT. Signature courses are designed to introduce UT undergraduates to academic discussion and analysis of issues of contemporary real-world importance from an interdisciplinary perspective. Signature Courses help guide students to become better writers, speakers, and problem solvers and assist them in using the research methods and critical thinking skills that are necessary to perform well in all other courses. Information Literacy is an important component of signature courses, specifically instruction in basic research and information evaluation skills. The learning experience extends beyond the classroom to include the use of the unique gems and resources – museums, archives, lectures, performances – of the University of Texas at Austin.

This course carries two flags:

Writing flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should, therefore, expect a substantial portion of your grade to come from your written work.

Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions—and for encouraging ethical action. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations. This class highlights social ethics, which involve concerns related to the common good, such as justice, opportunity, and poverty. We will reflect on the real-life ethical choices concerning social issues made by people who have been leaders in changing the world. You will have the opportunity to consider problems in the wider society that are relevant to your own personal and professional lives.

I. Course Description

In the spirit of the motto of The University of Texas at Austin, *What starts here changes the world*, the aim of this course is to challenge students to view themselves as active agents of

social change. We will explore such questions as: Will we choose ignorance of social issues or awareness—and what are the ethical implications? If awareness, how do we move toward advocacy and action? And how can we build action and transformation into our careers, our lives? The premise of this course is that the basis for action toward social change is critical awareness. We will raise vital questions, challenge our patterns of belief, allow ourselves to be inspired. Reading and reflecting upon the legacies and visions of individuals who have made a difference, we will begin to imagine the kind of world we want to create.

II. Required Readings

Readings in order of assignment date (available on Canvas)

The Cycle of Socialization, by Bobbie Harro in *Readings for Diversity and Social Justice*, Maurianne Adams et. al., Ed. (New York: Routledge, 2000).

Hip Deep: Opinion, Essays, and Vision from American Teenagers, by Able Louise Young, Ed. (Providence RI: Next Generation Press, 2006). Selected essays: Will the Tortoise Win the Race?, Eric Green; Daniel's Letter, Daniel Omar Araniz; A Coach's Word, James Slusser; The Case for Race, Candace Coleman.

The Sociological Imagination, by C. Wright Mills (Oxford University Press, 2000, First ed. 1959). Excerpts.

Lyndon B. Johnson's *Speech Before Congress on Voting Rights*, March 15, 1965. (Video)

Seeing is Believing: The Enduring Legacy of Lyndon Johnson, address by Joseph A. Califano, Jr., Washington, DC, May 19, 2008.

Statement from Alabama Clergymen, *New York Times*, April 12, 1963. [Article urging blacks to withdraw from racial demonstrations.]

Letter From Birmingham Jail, April 16, 1963, Martin Luther King, Jr. [In response to Statement from Alabama Clergymen]

Artists and Social Change, by Curtis Carter, *Philosophy Faculty Research Publications* (Marquette University 3-Publications@Marquette, 2009).

Yes, We're Queer: LGBTQ Youth Speak Out, by Anna Blackshaw (Indyweek.com, May 2, 2012).

Paul Farmer, A Man Who Would Cure the World (Biography), *Academy of Achievement* (1996-2012, <http://www.achievement.org/autodoc/pagegen/index.html>).

To Repair the World: Paul Farmer Speaks to the Next Generation, by Paul Farmer and Jonathan Weigel (Los Angeles: University of California Press, 2013). Selections: Introduction to Part I, Reimagining Equity (pp. 3-6); General Anesthesia for the (Young Doctor's) Soul? (pages 7-19); Introduction to Part III, Health, Human Rights, and Unnatural Disasters (123-127), Global Health Equity and the Missing Weapons of Mass Salvation (128-142).

Developing a Liberatory Consciousness, in *Readings for Diversity and Social Justice*, by Maurianne Adams et. al., Ed (NY: Routledge, 2000).

Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action, by Benita E. Cohen and Linda Feutter in *Journal of Advanced Nursing* (2007, 60:1, pp. 96-107).

An Appeal to the Young (1880), by Peter Kropotkin, in *The Communist Manifesto and Other Revolutionary Writings*, edited by Bob Blaisdell (Mineola, NY: Dover Publications, Inc.).

The Feminist Movement in the 20th Century: Introduction. *Feminism in Literature: A Gale Critical Companion*, edited by Jessica Bomarito and Jeffrey W. Hunter (Detroit: Gale, 2005, 345-346, *Gale Virtual Reference Library*, Web. 20 Aug. 2012).

Books as Bombs: Why the Women's Movement Needed *The Feminine Mystique*, by Louis Menand, *The New Yorker* (January 24, 2011).

How Should I Choose My Commitments to Causes? (February 2012). International Center for Ethics, Justice and Public Life, Brandeis University (www.brandeis.edu).

Advocacy and Argumentation in the Public Arena, by Vicki Lens in *Social Work* (2005, 50:3, pages 231-238).

Recommended reference books on writing and oral presentation skills

What Every Student Should Know About Preparing Effective Oral Presentations, by Martin R. Cox (Boston: Allyn & Bacon, 2010).

Style: Lessons in Clarity and Grace (10th Ed.), by Joseph M. Williams (New York: Pearson Longman, 2007).

III. Course Requirements

(a)	Four essays, 15% each (Including peer reviews, drafts)	60%
(b)	Everything but the Paper Annotated Bibliography: Written Report	30%
	Everything but the Paper Annotated Bibliography: Oral Report (Including reading selection and leading class discussion)	10%
		<hr/>
		100%
(c)	Engagement in Class Discussion & Other Required Activities <i>No penalty for the first absence or failure to bring notes. After that, each will result in a 2-point deduction <u>from the final grade average.</u></i>	2-point deduction
	◦ Attend each class period & other required out-of-class class events	
	◦ Bring 1 page of notes from assigned readings in hard copy to class	
	◦ Make at least one substantive comment each class period	

A. Essays

Essay 1: Interpretive Analysis (Outline only). Analysis based on a selected framework.

Essay 2: Constructing Meaning. Analysis based on a tour of the LBJ Library & Museum.

Essay 3: Final Reflections. Application of concepts to your own life.

Essay 4: Argumentation. Literary techniques for persuasive argumentation.

An essential aspect of improving writing is revising. Therefore, for essays with a grade less than an 85, I will accept revised essays, which must include the original draft with my comments,

within three class periods of the original due date. The highest grade you can get on the revision will be an 85. For all writing assignments, I encourage you to take advantage of the Undergraduate Writing Center (see Section V).

B. Everything but the Paper Annotated Bibliography Research Project (Written and Oral Report)

Students will conduct research and prepare an annotated bibliography on national or international efforts addressing a contemporary social problem resulting in human suffering or social injustice (e.g., poverty, gay social exclusion, human trafficking, etc.). The purpose of this assignment is to gain skills in the process of conducting research: selecting sources, reading those sources, evaluating them, and then seeing which sources provide a unique perspective into your topic. Students will engage in all aspects of conducting a research project *except for writing the report*.

Students will work in groups of three on a common topic and address three content areas:

- Part 1. Description of the social problem
- Part 2. Efforts toward social change
- Part 3. Work by a leader who has made a difference during any period in history

Each of the three students will be responsible for writing an annotated bibliography on one of the three content areas and giving a 5-minute PowerPoint oral presentation on it. However, the three parts must flow together and be approached as a single coherent project. It must be obvious that all group members worked together on the project and read each other's sections.

C. Engagement in Class Discussion and Other Required Activities

To be ready for class discussion, please bring a sheet of paper with a few observations on the readings. I will pick up your notes (at unannounced times). Each student will have the opportunity to comment about an aspect of the readings or other learning experiences (such as visits to museums) that is important to him or her. For example, this could mean talking about what part of the readings or other activities most impact or resonate with you or taking issue with some aspect of the readings/material. At the end of the semester I will judge your overall contribution to class discussion. This portion of your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree constructively; (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; and (g) ability to use Socratic questioning (see http://changingminds.org/techniques/questioning/socratic_questions.htm).

<i>Examples of critical thinking skills to be used in all assignments</i>		
<i>let yourself be inspired identify themes analyze (break down) an idea synthesize ideas (infer how ideas relate to each other)</i>	<i>make your own interpretations draw on your experience challenge your patterns of belief uncover unstated assumptions consider implications</i>	<i>raise vital questions draw conclusions imagine what things mean for your own life</i>

IV. Course Schedule (Dates for out of class events tentative.)

Date	Class theme and activity	Readings	Due today
Jan 14	Introduction to the course		
Jan 21	<p><i>“Who am I?” The creation of self through socialization: family, institutions, and the world</i></p> <p>RESEARCH REPORT ~ Groups select research topics *Bring your laptop if you have one.</p>	<p>“The Cycle of Socialization,” <i>Readings for Diversity and Social Justice</i></p> <p><i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i>, selected essays</p> <ul style="list-style-type: none"> ○ Will the Tortoise Win the Race? ○ Daniel’s Letter ○ A Coach’s Word ○ The Case for Race <p><i>The Sociological Imagination</i> (excerpt)</p>	<p>ESSAY 1 OUTLINE ~ Interpretive Analysis (Preliminary draft)</p> <p>RESEARCH REPORT ~ Annotated Bibliography -Choice of Topic Worksheet</p>
Jan 28 <i>Meet at PCL 1.339 at 2:30 pm</i>	<p>Research Project</p> <p>LIBRARY VISIT: Research Skills Workshop (2:30 to 4:30)</p>		<p>ESSAY 1/ OUTLINE ONLY ~ Interpretive Analysis (Final draft)</p>
Feb 4 <i>Meet at LBJ Museum at 2:30 pm</i>	<p><i>A vision for a more just society: US President Lyndon B. Johnson and the Great Society</i></p> <p>TOUR: LBJ Presidential Library & Museum (on the UT campus)</p>	<p>Johnson’s Speech Before Congress on Voting Rights (video and transcript)</p> <p>“Seeing is Believing: The Enduring Legacy of Lyndon Johnson”</p>	
Feb 11	<p>The elements of good writing Essay 2 - Peer Review</p> <p>Workshop: Writing with Clarity & Grace</p>	<p>Discussion on museum visit</p>	<p>ESSAY 2 ~ Constructing Meaning</p>
Feb 18	<p><i>An examined life: Martin Luther King, Jr.</i></p>	<p>Martin Luther King, Jr.</p>	<p><u>Bring notes:</u> What does MLK</p>

	Workshop: Preparing Good Oral Presentations	<p>“Statement from Alabama Clergymen,” April 12, 1963.</p> <p>“Letter From Birmingham Jail,” April 16, 1963, Martin Luther King, Jr.</p>	mean when he says that “freedom must be demanded from the oppressor?” Why should we pay attention to demonstrations and social unrest?
Feb 25 <i>Meet at Blanton</i> <i>Time: _____</i>	<p><i>Messages about social change in art</i></p> <p>TOUR: UT Blanton Museum of Art</p>	“Artists and Social Change”	<p>RESEARCH REPORT ~</p> <p>Annotated Bibliography</p> <ul style="list-style-type: none"> - Abstracts - Source Evaluation Wksheets - Set up meeting w/Professor
Mar 4	<i>Listen to my story—attending to the stories of “those whose cares are our concern”</i>	“Yes, We’re Queer: LGBTQ Youth Speak Out”	<u>Bring notes</u> : What are the youth trying to tell us about what social injustice means for their personal lives?
Mar 11	<i>Spring Break</i>		
Mar 18	<p><i>Ethical Dilemmas and Inequality</i></p> <p>Film: <i>Unnatural Causes</i></p>	<p>Bio: “Paul Farmer, A Man Who Would Cure the World”</p> <p><i>To Repair the World: Paul Farmer Speaks to the Next Generation</i>: pp. 3-19; 123-142</p>	<u>Bring notes</u> : What does Farmer mean when he says social disparities are not random? What are “weapons of mass salvation?”
Mar 25	<i>Can a book change the world?</i>	<p>Bio: Betty Friedan</p> <p>“The Feminist Movement in the 20th Century”</p> <p>“Books as Bombs: Why the Women’s Movement Needed <i>The Feminine Mystique</i>”</p>	<p>RESEARCH REPORT ~</p> <p>Full Annotated Bibliography</p> <ul style="list-style-type: none"> - Introduction - Reference List - Abstracts - First draft of Abstracts <p><u>Come prepared to tell us</u>: about a book that challenged the way you look at the world.</p>

Apr 1	<i>A transformational career plan: Expanding the boundaries of our professional roles toward a broader social change outlook—What would it look like?</i>	<p>“Developing a Liberatory Consciousness”</p> <p>“Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action”</p> <p>Student Readings 1 & 2: See Canvas</p>	Groups 1 & 2 Research Presentations
Apr 8	<i>A transformational career plan (cont.)</i>	<p>“An Appeal to the Young (1880)”</p> <p>Student Reading 3: See Canvas</p>	<p>ESSAY 3 ~ Final Reflections</p> <p>Group 3 Research Presentation</p>
Apr 15	<i>Social Ethics: Creating your own framework for decision making on issues of social justice</i>	<p>“How Should I Choose My Commitments to Causes?”</p> <p>Student Reading 4 See Canvas</p>	<p><u>Bring notes:</u> An outline for your own framework for ethical decision making on social issues: draw on common themes that you have observe in the world changers we’ve studied this semester.</p> <p>Groups 4 Research Presentation</p>
Apr 22	Finalize research report presentations	Student Readings 5 & 6: See Canvas	Groups 5 & 6 Research Presentations
Apr 29	<p><i>Advocacy in the public arena (cont.)</i></p> <p>Final thoughts on the class and course evaluations</p> <p>Last day of class</p>		<p>ESSAY 4 & ~ Argumentation (Read and submit essay)</p> <p>Annotated Bibliography (for those submitting a revised draft)</p>

V. Classroom and University Policies

Classroom Policies

USE OF CANVAS IN CLASS. This course uses Canvas, a Web-based course management system with password-protected access at canvas.utexas.edu. Canvas can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and other course-related work. You will be responsible for checking the Canvas course site regularly for class work and announcements. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400. Please check the Canvas website for hours of operation.

CLASSROOM ETIQUETTE ON ELECTRONIC GADGETS. Cell phones must be put away during class and computers turned off (except when used with professor authorization). Students who use gizmos for non-class related activities will be marked absent and asked to leave for the remainder of that class.

ASSIGNMENT SUBMISSION. All assignments must be submitted in hard copy in order to receive credit. No electronic submissions.

LATE WORK. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Assignments will be penalized 5 points for each calendar day late. Presentations cannot be re-scheduled. Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW Learning Resource Center).

STYLE MANUAL AND PROPER CREDIT. The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work. It provides guidelines for formatting papers and referencing sources. To avoid plagiarism, you must correctly cite your sources when using words or ideas that are not your own. When you use exact quotes, use quotation marks and cite the source. Give credit as well when using someone else's ideas, even if you reword the idea.

WRITING CENTER. I encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222 (<http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. Open from 9 a.m. to 7 p.m. Monday-Thursday and from 9 a.m. to 3 p.m. on Friday.

University Policies

GRADING POLICY

94.0 & Above	A	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+	Below 60.0	F
90.0 to 93.999	A-	84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D		
		80.0 to 83.999	B-	70.0 to 73.999	C*	60.0 to 63.999	D-		

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/>).

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,

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