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Semester: Spring 2012	Office Hours: M-Wed 12:30-2:00, or by appointment
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Foundations of Social Justice: Values, Diversity, Power & Oppression

I. STANDARIZED COURSE DESCRIPTION

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences and individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2.) professional social work ethics and values demand culturally competent practices; 3) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. 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.

II. COURSE OBJECTIVES

Upon completion of this course the students will be able to:

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research **(PB 18, 19, and 20)**;

2. Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, globally as well as those prevalent in the southwestern region of the United States **(PB14, 16 and 17)**;

3. Understand the social construction of race and ethnicity, gender, and sexual orientation **(PB 14);**

4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices **(PB15)** and,

5. Assess the impact of discrimination (e.g. racism, sexism, homophobia), and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice **(PB 18, 19, and 20).**

III. ACCREDITATION

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.4 Engage diversity and difference in practice.
PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
Objectives 2 and 3
Assignment:
Blog Posts, Observations, Culture Boxes, Op-Ed Papers, Social Justice Project and Action Plan
PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
Objectives 4
Assignment:
Blog Posts, Observations, Culture Boxes, Op-Ed Papers, Part A, B and C of Learning Record
PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences
Objectives 2
Assignment:
Blog Posts, Observations, Op-Ed Papers, Social Justice Project and Action Plan, Part A, B and C of Learning Record
PB17 View selves as learners and engage those with whom they work as informants
Objectives 2
Assignment:
Blog Posts, Observations, Op-Ed Papers, Social Justice Project and Action Plan, Part A, B and C of Learning Record

EP2.1.5 Advance human rights and social and economic justice.
PB18 Understand the forms and mechanisms of oppression and discrimination
Objectives 1 and 5
Assignment:
Blog Posts, Observations, Op-Ed Papers, Social Justice Project and Action Plan, Part A, B and C of Learning Record
PB19 Advocate for human rights and social and economic justice
Objectives 1 and 5
Assignment:
Op-Ed Papers, Social Justice Project and Action Plan
PB20 Engage in practices that advance social and economic justice
Objectives 1 and 5
Assignment:
Op-Ed Papers, Social Justice Project and Action Plan

IV. TEACHING METHODS
My philosophy of teaching is based on the belief that every student is an active and responsible participant in their learning, and that meaning and knowledge acquisition are built on the praxis of study, reflection, dialog, and action. I utilize a multimedia approach that considers a variety of learning styles while building knowledge within context, applying theory to practice, and encouraging students to assume responsibility for their education. To accomplish these goals I utilize the Learning Record method of assessment. My theoretical framework for teaching derives from Freire's seminal work, *Pedagogy of the Oppressed* and his belief that education is more than a transmission of knowledge to students who are an empty account to be filled by the teacher. Also informing my teaching is John Dewey's philosophy of experiential education that posits significant learning occurs when critical problems "are examined, reflected and acted upon in their contextual complexity" (Harkavy, p. 419, 201). This course incorporates a variety of teaching methods including lectures, readings, in class and online discussions, guest speakers, audiovisual materials, group activities, and student presentations to ensure a rich learning experience. The content of the course has the

potential to be emotionally charged because of possible controversial issues; therefore, the students and professor will establish guidelines for a respectful and challenging learning environment collectively.

V. REQUIRED TEXTS AND MATERIALS
Required Text:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Eds.). (2010). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism.* New York: Routledge.

Lum, D. (Ed.). (2011). *Culturally Competent Practice: A framework for understanding diverse groups and justice issues*. Belmont Brooks/Cole Cengage Learning. (Chapters 1-3)

Text can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: http://www.universitycoop.com. To purchase Chapters 1-3 of Culturally Competent practice go to www.cengage.com (each chapter is $4.98)

Zinn, H. (2003). *A People's History of the United States*. New York: Harper Perennial Modern Classics. You can buy this in Amazon for $12-13

Additional readings will be posted to WIKI Page in a Course Readings folder. The instructor reserves the right to provide and/or assign additional reading to supplement the texts and reader.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

Learning Record
We will use the Learning Record (LR), a system for gathering, organizing, analyzing, evaluating, and reporting evidence of student progress and achievement. It is likely that evaluation by the Learning Record will be handled quite differently than in other classes you've experienced. While it offers a consistent structure for organizing and presenting this evidence, it does not constrain either the contents or the methods by which the evidence is produced; however there are required activities of the course that will be included in the LR work samples (see below). The principles of the LR model include review of diverse forms of data about student learning over time in the course of regularly occurring class activities, including samples of student work and observations that focus on what students demonstrate they know and can do. The process of keeping the LR begins by establishing the student's background from two sources: an **interview with a parent** or someone who knows the student well, and the **student's reflections** about his or her development **(Part A).**

The next step is to gather ongoing evidence of learning in two forms: **work samples,** for which virtually any kind of evidence can be included in the LR, including tape recordings of performances, drafts of papers, sketches and diagrams, diagnostic test results, quizzes or exams, links to online materials, and other samples of student work. The second form of evidence is **observations** of students' activity gathered over the semester providing insights into their experiences and activities in the class.

In the **analysis** portion of the LR **(Part B),** this evidence is interpreted in terms of the strands of work in the course (its objectives) and six dimensions of learning:

DIMENSIONS OF LEARNING	COURSE STRANDS/OBJECTIVES
⟦ Confidence and independence	⟦ Critique and apply culturally competent and social justice approaches to influence assessment,

	planning, access to resources, intervention, and research
⟦ Knowledge and understanding	⟦ 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
⟦ Skills and strategies	
⟦ The use of prior and emerging experience	
	⟦ Understand the social construction of race and ethnicity, gender, and sexual orientation
⟦ Reflection	
⟦ Creativity and imagination	⟦ Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices
	⟦ 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

In the final section of the LR **(Part C)** students develop an **evaluation,** comparing the evidence in the LR with grade criteria defined by the instructor (see Grades section). The professor responds to the evidence, the analysis, and the student's estimated grade with the final evaluation. Thus, the LR is well suited to assess collaborative work, creative inquiry, online projects, and other kinds of work that are usually considered difficult to evaluate. It is also well suited for evaluating students who come into the class with different sets of skills and background experience, or physical or learning disabilities.

Using the wiki to store your Learning Records
A wiki is a website that is editable by many people. It is easy to use, and can house many kinds of materials, such as word-processing documents, movie and photography files, tables and many more. We will use the wiki as a resource for the class to use to share materials and build projects. Student Learning Records will also be housed here. Each student will have their own password-protected folder that contains all their LR documents, observations, work samples, and other materials. Whereas other areas of the wiki will be available for the whole class to view and edit, only the individual student and instructor will have access to their own LR folder and contents.

Required Assignments and Activities

1. Attendance, Punctuality, and In-Class Contributions: Students are expected to attend class regularly and participate in an interactive framework between students and professor. Failure to attend class regularly and failure to demonstrate comprehension of the readings through class discussion will have an impact on the final grade.

2. Part A of Learning Record (Interview, Observations, Selection of Work Samples)
The purpose of Part A is to gives students an opportunity to reflect on their development as readers, writers, and thinkers in a discipline as they enter the class. Where students are asked to interview parents or others familiar with their development, Part A also engage students in first-hand research on a subject of great personal interest to them. They practice interviewing skills and strategies, gathering field notes, and making summary interpretations that become part of the record.

The **data collection** section is in two parts; it engages students in making first-hand *observations* of ongoing activities, and in selecting relevant *examples of work* demonstrating their own development over time. The observational notes, though brief, help students learn about and reflect on the relationship

between direct perception and interpretation or evaluation. Because these observations must present positive, rather than negative representations of activity, students are confronted with the powerful role of language in shaping perceptions of reality. The selection of samples of work engages them in matching evidence and criteria for achievement.

Interview
Criteria
- Interview is complete, includes student reflection
- Timely completion
- Provides a good sense of the student's experience and learning style coming into the class

Due 2/1

Observations
The purpose of observations is that they illustrate patterns of learning over time and give a sense of how students apply what they learn to world. At least twice weekly entries in LR – these are not to exceed two to three sentences and are not reflections or opinions. Observations may include anything relevant to course content. Example: *I notice that mainly people of color are waiting for public transportation, older people were ignored by shop attendants when I was at the electronics store* and *every time I enter a building I am noticing if it is accommodating to disabled people.*

Criteria
- Timely completion of observations
- Properly dated
- Sufficient observations to give a sense of the student's development over time
- Describe an activity related to the class
- Focus on actual observations of what the student knows or can do, rather than on interpretations, opinions, evaluations, or on what hasn't been done or what should have been done

Observations are due every Monday for the previous week.

Work Samples
Criteria for Work Samples
- Sufficient samples of work that represent the student's development
- Appropriate selection of samples
- The selection of samples gives the reader and student a sense of development over time
- Integration into LR Part B and C, matching evidence and criteria for achievement

Due in Part B 1 &2 and C 1& 2

3. Blog Entries
This course involves a significant amount of required reading and classroom interaction. Each student will create a blog and make weekly entries that reference the readings, classroom discussions, and responses to relevant issues related to social justice. The purpose of this assignment is to demonstrate understanding of course content as well as:
   a) Clarify students' thoughts an understanding of course content covered by the readings, videos, classroom activities and discussion;
   b) Examine the personal and professional use of self in ethical, culturally competent, and just social work practices; and

c) Reflect on the impact of discrimination and oppression on public policy, institutional structure, service delivery, and ones own role in promoting social and economic justice.

d) Extend the dialog outside the classroom in a reflective and thoughtful manner, using a variety of media to articulate your responses and reflections on issues related to social justice, diversity and oppression covered in the readings

The professor may elect to provide specific questions related to the readings or class discussions for students to respond to in their blog posts. Blog posts can include photographs, video, and poetry, etc. as well as written reflections and responses to the readings. You are also required to comment on at least two blogs of fellow students each week. While blog posts are candid and honest portrayals of your reflections and experiences, they must be respectful and are not an arena for digression on unrelated issues or personal attacks. Blog posts are due each Friday. If you are referencing readings or data, cite sources using APA format (see Publication Manual of the American Psychological Association, 6th Edition).

Criteria
- Timely completion of the assignment.
- Address the key points from the readings/videos/classroom exercises related to individual, group and structural issues of social justice.
- Connection between themes discussed in readings/videos/classroom exercises related to individual, group and structural issues of social justice.
- Comprehension, analysis and evaluation of themes discussed in readings/videos/classroom exercises related to individual, group and structural issues of social justice.
- Use of references and citations for all referenced material and data.

Blog posts are due every Saturday for the previous week.

4. CULTURE BOXES
The purpose of this assignment is to identify your "collective me" that have shaped your social identity. 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 your social identities and have treated you based on these social identities.
• Please be mindful of time while presenting your culture box so others also have an opportunity to do so within a timely manner.

Criteria for evaluation
- Thoughtful contents inside the culture box
- 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 date 2/20 or 2/22

5. OP-ED ESSAY
Two Op-Ed pieces written about an issue related to social justice, diversity, power, and oppression. We will read several examples of Op-Ed writings from the NY Times, Washington Post, and other major newspapers to familiarize students with the structure of writing an opinion that is substantiated by facts. This writing exercise is a way to present an effective and concise argument about important issues that impact the lives of your clients and the communities they live in. Writing Op-Ed pieces are also a way to advocate

and participate in our democracy. Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 6th Edition) and include a reference page of all cited literature. We will use NY Times word limit guidelines for op-ed submissions, recommended 750 words, however read the following articles by Op-Ed Editor David Shipley for detailed guidance:
http://www.nytimes.com/2005/07/31/opinion/31shipley.html?adxnnl=1&adxnnlx=1312145219-hrcY5PeF68QWkOrwm54Olg
http://www.nytimes.com/2004/02/01/opinion/and-now-a-word-from-op-ed.html

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

Due 2/15, 3/28

6. SOCIAL JUSTICE GROUP PROJECT AND ACTION PLAN
The purpose of this project is to raise class/student awareness of social justice, diversity and power issues within populations and communities though a variety of methods, media and collaborations. Students will also develop a social action plan on their chosen topic that promotes social and economic justice with a micro, mezzo and macro level strategy with specific reference to how the social work profession can address and ameliorate the issue and associated problems. This can be an outline or a visual display such as a chart or diagram. Projects may be a research paper, photo essay or a video, a series of interviews or a survey. There is great deal of latitude; however, students must prepare a project proposal and meet with the professor to answer questions and provide details prior to approval. The approved proposal will serve as the specific criteria of the project. Students will submit updates throughout the semester that demonstrate progress towards achievement of the project as detailed in the proposal. Students will present their projects in class and provide a handout of their action plan and useful resources.
A reference list of all sources and data used to create the project using APA format.

Criteria for Project
- Clearly identifies and addresses a social justice issue
- Communicates the complexities of the issue from an individual and structural perspective
- Connects and synthesizes course readings, discussions, films, guest speakers, and student development over the semester (documentation of the process should be evidenced in student's LR)
- Presentation methods engages students in dialog about social justice issue being presented
- Adherence to the guidelines of the proposal approved by the professor
- Individual student contributions are evident in final product and during presentation (documentation should be evidenced in student's LR)

Criteria for Action Plan
- Viability of action plan
- Identification of social work's role in the plan
- Format and presentation of the plan

Project proposals are due 2/13

6. Part B1 & 2 and C1 &2
At mid semester students will complete Part B1 and C1 of the LR. This can be thought of as a "dry run" and is not graded. It is intended to assess where the student is at a critical juncture and address and support any

changes that need to be made. The completion of Part B2 and C2 at the end off the semester will determine the student' final grade. In the **analysis** portion of the LR **(Part B),** this evidence is interpreted in terms of the strands of work in the course (its objectives) and six dimensions of learning. In the final section of the LR **(Part C)** students develop an **evaluation,** comparing the evidence in the LR with grade criteria as outlines in the syllabus. The instructor responds to the evidence, the analysis, and the student's estimated grade with the final evaluation.

Criteria for Part B Summary interpretation
- Student interpretation is supported by observations and samples of work
- Refers to the dimensions of learning and the course strands (learning objectives established by the teacher) for the course
- Represent the student's activity and accomplishments

Criteria for Part C Grade Estimate
- Grade estimate matches the criteria for the grade as explained by the professor and outlined in the syllabus
- The student's LR follows the LR format
- The LR itself in one text document, in a folder that includes the samples of work as separate files
- The LR and its author properly identified in its file name

Midterm Part B1 and C1 due 3/7
Final Part B1 and C1 due 5/9

7. Additional LR Work Samples
Students are encouraged to contribute to the wiki page by uploading videos, links to articles and programs, and other relevant information. Students are a great source of information and inspiration, and the wiki is well suited to collective contributions that can be included in the student's LR as work samples.

COURSE GRADING
Grades in this course are determined by use of the Learning Record Online, a system that requires students to compile a portfolio of work at the midterm and at the end of the semester. These portfolios present a selection of your work, both formal and informal, plus ongoing observations about your learning, plus an analysis of your work development across six dimensions of learning and centers on the course strands/objectives. (See previous table with descriptions)

Grade Criteria

A	Represents outstanding participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of significant development across the six dimensions of learning. The Learning Record at this level demonstrates activity that goes significantly beyond the required course work in one or more course strands.
B	Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the six dimensions of learning.
C	Represents good participation in all course activities; all assigned work completed, with generally good quality over six dimensions of learning.
D	Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the six dimensions of learning is partial or unclear.
F	Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

VII. COURSE POLICIES

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through LR evidence that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.
Electronic Devices: All communication devices should be turned off or placed on silent mode during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

7. Use of WIKI: The professor uses a wiki page – a Web-based course management /collective workspace that supports the Learning Record. An orientation will be given the first day of class. If you do not have a

personal computer with 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.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications ne made, students will me notified in class and modifications will also be posted to the WIKI page. Students should check their email and WIKI frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

VIII. UNIVERSITY POLICIES

The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class
The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

Documented Disability Statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement , (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays
By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently— daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Safety
As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)
If students are worried about someone who is acting differently, they may use the
Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee
Assistance Program (EAP), and The University of Texas Police Department (UTPD).
Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of
the following policies regarding evacuation:
• Familiarize yourself with all exit doors of the classroom and the building.
Remember that the nearest exit door may not be the one you used when you entered the building.
• If you require assistance to evacuate, inform the professor in writing during the first week of class.
• In the event of an evacuation, follow the professor's instructions.
• Do not re-enter a building unless you're given instructions by the Austin Fire
Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

DATE	TOPICS	ASSIGNED READING	ITEMS DUE
Week 1 Jan 18	Introductions Course Overview LR/WIKI Orientation Review of Syllabus and Assignments		
Week 2 Jan 23	Social Work and Social Justice: A Discourse in the Profession	Pelton (2001), pp. 433-439, Scanlon (2001) pp. 441-441 Letters to the Editor of Journal of Social Work Education pp. 198-203, Solas (2008) pp.124-136	Blog Post, Observations
Week 2 Jan 25	Conceptual Frameworks and Theoretical Perspectives	Adams et al (Ch.1-7) Lum et al (Ch. 3) Zinn(2003) AFTERWORD	
Week 3 Jan 30	Conceptual Frameworks and Theoretical Perspectives	Adams et al (Ch.1-7) Lum et al (Ch. 3)	Blog Post, Observations
Week 3 Feb 1	Culturally Competent Practice	Lum et al (Ch. 1-2) Zinn pg. 1-22	Part A Learning Record
Week 4 Feb 6	Historical context of Privilege, Power and Division	Zinn (2003) pp. 23-38, 253-295	Blog Post, Observations

Week 4 Feb 8	Historical context of Privilege, Power and Division	Zinn (2003) pp. 23-38, 253-295	
Week 5 Feb 13	Racism	Adams et al (Ch. 8-15) Coleman (2011), Passel (2010) Zinn pg. 125-148	Social Justice Project Proposals due, schedule appointment with Professor Blog Post, Observations
Week 5 Feb 15	Racism	Adams et al (Ch. 16-21) Blow (2011), American Experience: Fatal Flood, Marable (2004), Kochlar et al (2011) , Zinn pg. 171-210	First Op-Ed due
Week 6 Feb 20	Racism	Adams et al (Ch. 22-25), Blackmon (2008) pp.384-392 Zinn pg. 443-467	Blog Post, Observations Culture Box Presentations
Week 6 Feb 22	Classism	Adams et al (Ch. 26-35) Kivel (2002) pp. 35 Zinn 253-295	Culture Box Presentations
Week 7 Feb 27	Classism	Adams et al (Ch. 36-40)	Blog Post, Observations
Week 7 Feb 29	Classism	Adams et al (Ch. 41-43)	
Week 8 March 5	Religion	Adams et al (Ch. 44-55)	Blog Post, Observations
Week 8 March 7	Religion	Adams et al (Ch. 56-57)	LR Part B1 and C1 Due
Week 9 March 12	Spring Break		
Week 9 March 14	Spring Break		
Week 9 March 19	Religion	Adams et al (Ch. 58-60)	Blog Post, Observations
Week 9 March 21	Sexism	Adams et al (Ch. 61-67) Zinn pg.103-124	
Week 10 March 26	Sexism	Adams et al (Ch. 68-71)	Blog Post, Observations
Week 10 March 28	Sexism	Adams et al (Ch.72-77)	Second Op-Ed Due
Week 11 April 2	Heterosexism	Adams et al (Ch.78-86) Orleck-Jetter (2008) pp. 620-630	Blog Post, Observations
Week 11 April 4	Transgendered	Adams et al (Ch.87-95), (Finney Boylan, 2011)	
Week 12 April 9	Ableism	Adams et al (Ch.96-105)	Blog Post, Observations

Week 12 April 11	Ableism	Adams et al (Ch.105-114)	
Week 13 April 16	Ageism	Adams et al (Ch.115-121)	Blog Post, Observations
Week 13 April 18	Ageism	Adams et al (Ch.121-127)	
Week 14 April 23	Visions and Strategies	Adams et al (Ch. 128-133), Mosely (2000), Zinn: Don't Despair About the Supreme Court,	Blog Post, Observations Presentations
Week 14 April 25	Visions and Strategies	Adams et al (Ch. 134-138)	Presentations
Week 15 April 30	Visions and Strategies		Blog Post, Observations Presentations
Week 15 May 2	Reflection and Feedback		Presentations
May 9			LR Part B2 and Part C2 Due

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