

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF UNDERGRADUATE STUDIES

Course/Unique Number: UGS 302 / U# 62085 **Office Number:** SSW 3.130K
Semester: Fall 2017 **Office Phone:** 471-6266
Meeting Time/Place: T/TH 1-2:30 pm /SSW 2.130 **Office Hours:** Thurs. 2:30-4 & by appt.
Instructor: Professor Yolanda C. Padilla, PhD, MSSW, ypadilla@utexas.edu
Teaching Assistant: See Canvas

Signature Course

HOW TO CHANGE THE WORLD (UGS)

FLAG: *Writing*
FLAG: *Ethics and Leadership*

The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary. 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. 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 you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Ethics and Leadership. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. 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 and leadership related to the common good, such as justice, opportunity, and poverty.

I. Course Overview and Objectives

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 agents of social change. The premise of the course is that the basis for action is critical awareness. As students

have reflected in this class, we are overexposed to injustice—so much so that we become desensitized—but there are few opportunities to examine it. This class provides that opportunity. We will raise vital questions, draw on our own experience, allow ourselves to be inspired, study the defining role of social and historical context, consider what the human condition tells us about the way society works, and take into account social ethical considerations. Reflecting upon the legacies and visions of those who have made a difference through social action, literature, art, we will begin to imagine the kind of world we want to create.

II. Required Readings (available on Canvas)

A Presumption of Guilt, by Bryan Stevenson, *The New York Review of Books* (July 13, 2017).

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

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.).

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

Beyond Substantial Equivalence: Ethical Equivalence, by Sylvie Pouteau, *Journal of Agricultural and Environmental Ethics* (2000, 13:3, 273-291).

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, *Journal of Advanced Nursing* (2007, 60:1, 96-107).

Hip Deep: Opinion, Essays, and Vision from American Teenagers, by Able Louise Young, Ed. (Providence RI: Next Generation Press, 2006). Selected essays.

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

New Narratives: Changing the Frame on Crime and Justice, by Moira O'Neil, Nathaniel Kendall-Taylor, and Andrew Volmert (Frameworks Institute, 2016).

Pablo Neruda's Poetic Struggle for Social Justice by David O'Donoghue, *HeadStuff* (September 25, 2015).

Paul Farmer, A Man Who Would Cure the World (Biography), *Academy of Achievement* (2017).

Rethinking AIDS in Black America, in *Antiblack Racism and the AIDS Epidemic: State Intimacies*, by Adam Geary (Springer, 2014). Excerpts from Chapter 1.

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

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

The Feminine Mystique and Women's Equality—50 Years Later, by Peter Dreier, Huffington Post Blog (February 18, 2013, Updated April 20, 2013).

The Power of One: Dissent and Organizational Life, by Nasrin Shahinpoor and Bernard F. Matt, *Journal of Business Ethics* (2007,74:1, 37-48).

The Secret Language of Leadership: How Leaders Inspire Action Through Narrative by Stephen Denning (John Wiley & Sons, 2011). Introduction and Appendix 1.

The Skeptical Early Reviews of Betty Friedan's 'The Feminine Mystique', by Ashley Fetters, *The Atlantic* (February 13, 2013).

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

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.

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

I highly recommend these reference books on writing and oral presentation skills

Style: Lessons in Clarity and Grace (11th Ed.), by Joseph M. Williams & Joseph Bizup (New York: Pearson Longman, 2013).

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

III. Course Requirements (*Submissions in hard copy unless instructed to upload to Canvas.*)

(a) Four Short Papers (15% each; including drafts, peer reviews, etc.)	60%
(b) Information Literacy Research Project	
Part 1: Annotated Bibliography	30%
Part 2: Group Oral Presentation	10%
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	100%
(c) Engagement in Class Discussion & Other Required Activities	2-point deduction
<i>No penalty for the first absence. After that, each will result in a 2-point deduction <u>from the final grade average.</u></i>	
◦ Attend each class period & other required out-of-class class events.	
◦ Attend a <u>required</u> <i>University Lecture Series</i> event (Fall and Spring semesters only).	
◦ Bring notes from readings; make at least one substantive comment each class period.	

A. Short Papers: Writing for Critical Thinking

Paper 1: Outline *A framework to reframe private troubles as social problems*

Paper 2: Essay *Reflections on LBJ Museum – imagining social change*

Paper 3: Note-taking matrix *Social ethical dimensions of professional practice*

Paper 4: Speech *Techniques to argue for social change: the power of language*

An essential aspect of improving writing is revising. For papers with a grade less than an 85, I will accept revised versions, 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 is an 85. For all writing assignments, I encourage you to take advantage of the Undergraduate Writing Center, which provides free, individualized, expert help (see <http://uwc.utexas.edu/>).

B. Research Project: Annotated Bibliography and Oral Presentation

Students will conduct research and prepare an annotated bibliography on national or international efforts addressing a contemporary social problem that results in human suffering or social injustice (e.g., poverty, social exclusion, 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 research paper*.

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 group oral presentation on it. 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. Comment about an aspect of the readings or other learning experiences that is important to you. This could mean talking about what most impacted you or bringing up thought-provoking ideas. 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 familiarity with the readings and your efforts to help build a stimulating and supportive intellectual atmosphere in class, to hear and understand what others say, to express your ideas thoughtfully, and to synthesize the thoughts of others to form new insights, and to disagree constructively.

Other course expectations

- UT uses Canvas for all class work (technical support at ITS Helpdesk, 512-475-9400).
- Submit assignments in hard copy at the start of class. There is a 5- point penalty per calendar day for late assignments. Presentations cannot be re-scheduled.
- Please put your cell phones away and turn off your computers during class.

Grading scale

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-		

* Exceeds expectations

**A course grade below a C is considered failing.

IV. Course Schedule by Week (Fall 2017)

**All assignments and readings due on Tuesdays, unless otherwise specified. **

Date	Class theme and activity	Readings	Due today
Aug 31	Introduction to the course		
Sept 5	<i>"Who am I?" – more than just what I do or don't do, the product of societal conditions</i>	<i>The Sociological Imagination</i> <i>Antiblack Racism and the AIDS Epidemic</i>	RESEARCH PROJECT Step 1: Topic
Sept. 7 NO CLASS	* No class in lieu of Oct 27 class event (first part) *		

September 11 or 12, 7:00 - 8:00 pm, Bass Concert Hall on the UT Campus

Sept. 11, University Lecture Series, "Turning Points," Former UT Presidents William Cunningham and William Powers, Jr.

Sept. 12, University Lecture Series, "To Your Health!" Professor Patricia Carter, School of Nursing, and others

Required university-wide gathering of all signature course students

Sept 12 [PCL Lab 4]	<i>"Who am I?" – continued</i> Perry-Castañeda Library Research Skills Workshop Meet at PCL Lab 4	<i>"The Cycle of Socialization," Readings for Diversity and Social Justice</i> <i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i> , selected essays <ul style="list-style-type: none"> - Will the Tortoise Win the Race? - Daniel's Letter - A Coach's Word - The Case for Race 	<u>PAPER 1</u> : Socialization Outline
Sept. 14	Research Project: Group work		

Sept 19/21 [Museum]	<i>A vision of a Great Society: President Lyndon Baines Johnson</i>	Johnson's Speech Before Congress on Voting Rights (video and transcript)	
<i>Both days</i>	LBJ Presidential Library & Museum Tour Meet at LBJ Museum	"Seeing is Believing: The Enduring Legacy of Lyndon Johnson"	

Sept 26	<i>Changing the narratives that sustain and justify unjust practices and policies</i>	“A Presumption of Guilt” <i>New Narratives: Changing the Frame on Crime and Justice</i>	<u>Paper 2</u> : LBJ Essay
Sept 28	Guest: Douglas Smith, Texas Criminal Justice Coalition		
Oct 3/5	Workshop: Preparing Oral Presentations		
Oct 10/12	<i>Social inequality at the cellular level: discovering the illusive link</i>		RESEARCH PROJECT Step 2: Five abstracts
Oct 17 [PCL Lab 3]	<i>Ethical decision-making that takes into account impacts on society: applying an “ethical assurance standard”</i> “Fighting Fake News: Strategies and Tips” Meet at PCL Lab 3	“Beyond Substantial Equivalence: Ethical Equivalence”	
Oct 19	<i>Social ethical dimensions of professional practice</i>	<i>To Repair the World</i> (and “Paul Farmer, Bio”) “An Appeal to the Young (1880)” “Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action”	<u>Paper 3</u> : Note-taking Matrix
Oct 24	Compelling, coherent research syntheses		
Oct 26 [Blanton]	<i>Messages about social change in art</i> UT Blanton Museum of Art Tour Meet at the Blanton	“Pablo Neruda’s Poetic Struggle for Social Justice” “Artists and Social Change”	

We will attend this lecture as a class:

October 27, 1:00 - 4:00 pm, SSW Utopia Theater (at the entrance to the building)

The Sue Fairbanks Lecture in Psychoanalytic Knowledge by Elizabeth Kita, PhD, MSW

“Everyone Hates Me Now, But Where Were They When I Needed Them?”: A Psychoanalytic Look at Trauma, Violence, and Mass Incarceration.”

Reading assignment (do prior to talk):

“Making It Thinkable: A Psychodynamic Approach to the Psychosocial Problems of Prisons and Prisoners,” by Elizabeth Kita, in *Falling Through the Cracks: Psychodynamic Practice with Vulnerable and Oppressed Populations*, Joan Berzoff, Ed. (Columbia University Press, 2011).

Oct 31/ Nov 2	<i>Principled dissent: confronting actions that undermine our shared core principles</i>	“The Power of One: Dissent and Organizational Life”	RESEARCH PROJECT Step 3: - Full Report - My Comments on the abstracts previously submitted (REQUIRED)
Nov 7/9	<i>Can a book change the world?</i>	“The Feminine Mystique and Women’s Equality – 50 Years Later” “The Skeptical Early Reviews of Betty Friedan’s ‘The Feminine Mystique’”	<u>Come prepared to share</u> your thoughts on a book that challenged the way you look at the world (fiction/nonfiction).
Nov 14/16	Research Project		Bring draft of group PPT for review by instructor
Nov 21	* No class in lieu of Oct 27 class event (second part) *		
Nov 23	No class today - Thanksgiving Holiday		
Nov 28	Research Project		RESEARCH PROJECT Step 4: Presentations by Groups 1, 2
Nov 30	Research Project		Presentations by Groups 3, 4

Dec 5	<i>Advocating for social change in the public arena – integrating values, evidence, and rhetorical strategies</i>	“Advocacy and Argumentation in the Public Arena” Recommended: The Secret Language of Leadership (excerpts)	Presentation by Group 5 <u>PAPER 4</u> : Argumentation Speech * <i>Students will read their speeches in class today.</i>
Dec 7	<i>Advocating for social change - continued</i> Course evaluations		Argumentation speeches - continued Revised Research Reports (if grade lower than 85)

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 and civility in the classroom. 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

Unanticipated distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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.

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

Use of course materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

Documented disability statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For

more information, visit: <http://diversity.utexas.edu/disability/>.

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, examination, work assignment, or 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.

Title IX reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report (or otherwise reveal) such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Campus carry policy. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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 for keeping the university informed about a change of 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>.

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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.