

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

Course Number: SW 325	Professor: Susan M. De Luca, Ph.D.
Unique Number: 61610	Semester: Spring 2015
Class Time: Monday & Wednesday 11:00am-12:30pm	Class Location: SSW 2.130
Office Hours: Monday 1pm-3pm or by appointment	Office Location: 3.130L
Professor Email: sdeluca@austin.utexas.edu	

FOUNDATIONS OF SOCIAL JUSTICE: VALUES, DIVERSITY, POWER & OPPRESSION

CULTURAL DIVERSITY IN THE UNITED STATES

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

STANDARIZED COURSE DESCRIPTION

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

COURSE OBJECTIVES

Upon completion of this course students will be able to:

- 1.) Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, intervention, and research **(PB 18, 19, and 20)**;
- 2.) Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations globally, as well as those prevalent in the southwestern region of the United States **(PB14, 16 and 17)**;
- 3.) Understand the social construction of race and ethnicity, gender, and sexual orientation **(PB 14)**;
- 4.) Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices **(PB15)** and,
- 5.) Assess the impact of discrimination (e.g. racism, sexism, homophobia) and oppression

on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice **(PB 18, 19, and 20)**.

ACCREDITATION

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

EP2.1.4 Engage diversity and difference in practice.

PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power

Objectives 2 and 3

Assignments:

Reflection Papers

Culture Chest

Critical Analysis and Social Action Paper & Presentation

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Objectives 4

Assignments:

Initial & Final Personal Statements

Reflection Papers

Culture Chest

PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences

Objectives 2

Assignments:

Reflection Papers

Critical Analysis and Social Action Paper & Presentation

PB17 View selves as learners and engage those with whom they work as informants

Objectives 2

Assignments:

Active Learning

Critical Analysis and Social Action Paper & Presentation

EP2.1.5 Advance human rights and social and economic justice.

PB18 Understand the forms and mechanisms of oppression and discrimination

Objectives 1 and 5

Assignments:

Reflection Papers

Critical Analysis and Social Action Paper & Presentation

PB19 Advocate for human rights and social and economic justice
Objectives 1 and 5
Assignments:
Critical Analysis and Social Action Paper & Presentation

PB20 Engage in practices that advance social and economic justice
Objectives 1 and 5
Assignment:
Critical Analysis and Social Action Paper & Presentation

TEACHING METHODS

Teaching involves a partnership between the Professor and the student in a collaborative and passionate commitment to the mutual learning process. This means that student and teacher are mutually responsible in terms of the learning process. Course content will be geared to social work practice. The content of the course has the potential to be emotionally charged because of possible controversial issues; therefore, the students and professor will establish guidelines for a respectful and challenging learning environment collectively. The primary methods of instruction include: interactive lectures, reading assignments, class discussions, group and out-of-class exercises, and student presentations.

REQUIRED TEXTS

Johnson, A. (2005). *Privilege, Power, and Difference, 2nd edition*. New York, NY: McGraw-Hill.

West, C. (1994). *Race Matters, reprint edition*. New York, NY: Vintage.

Strunk, W. (2007). *The Elements of Style: Illustrated*. New York, NY: Penguin.

NOTE: These books will also be on reserve at the Learning Resource Center in the School of Social Work basement.

COURSE REQUIREMENTS

All readings must be completed before each class. Additional readings may be posted on Canvas.

Attendance

Policy: Minute papers will be used to track your attendance. **If you are late, and do not complete the minute paper, you will be considered absent.** Students with **2 unexcused absences will have 5 points deducted from their final grade.** Beyond that, the Professor will deduct one (1) point from your final grade for each unexcused absence. **Any student missing more than 4 unexcused classes will not pass this course.**

Students anticipating an absence from class for a legitimate reason (serious illness, family emergency) must notify the Professor in advance by e-mail. Students are responsible for any material missed due to absences. Students should discuss extenuating circumstances related to absences with the Professor immediately.

Active Learning (10 points)

The BSW program is a rigorous program and **requires you to be: a.) the chair of your agenda**, understanding that no one else can do your learning for you; **b.) aware of and not contributing to external or internal distractions** keeping you from the “here and the now” for the successful completion of this course (**be especially mindful of side conversations when others are talking in class**); and **c.) responsible for asking questions, finding information, and challenging yourself** to facilitate your learning. Active learning points are based upon the Professor’s observation.

Unique to this class, we will have a “book club” component. Please look at the class calendar to see when you will be responsible for the class discussions. During your assigned discussion day, please come prepared with 3-4 questions you will pose to the class. No less than 24 hours before our class period, please provide the Professor your questions via email.

The questions you create should address some issue or concern raised by our book club readings for that week that may be of special interest to the students. The assigned group will lead a brief class discussion concerning the issues raised, at the beginning of their assigned class. The questions will then be turned in to the instructor for a grade. Grades on a scale of 1 – 10 will be given for the questions and will be determined by both the quality of the questions, and the ability to elicit informed involvement of the class.

Please turn in your active learning contract points with a two-sentence explanation as to why you have earned those points the week of May 4th.

Criteria for Evaluation:

- Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing for participating in group discussions and necessary for optimal learning.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, listening, reading with a critical eye, and reflecting and integrating your responses to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning process.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Adherence to the NASW Code of Ethics
- Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to the Professor early in the semester.

Papers and Projects

General Requirements for Papers

- 1) All papers (except the Final Personal Statement) will be submitted via Canvas by 11am on the date specified. Late papers will not be accepted.

- 2) APA is required for all papers. Please see the APA 6th Edition manual, the Purdue Owl website or the UT Writing Center for any questions.
- 3) As future social workers and scholars, grammar and organizational structure is critical in relating your message effectively. **Please read over the grammar handout provided the first day of class (and also available on Canvas) when preparing a paper.** Again, please contact the UT Writing Center for any questions. Please note that for individual papers, grammar and APA account for 30% of your grade.

Reflections (5 reflections total - 4 points for each reflection=20 points)

Reflection papers are your opportunity to integrate the assigned readings with your own thoughts and experiences. The purpose of the papers is to clarify your thinking and practice expressing your views on controversial topics while written in a scholarly fashion (grammar, APA, etc.). Reflection papers are two-pages and must demonstrate an in-depth and honest personal reflection for full credit. At times, these reflections will be part of an assigned out of class exercise. If you choose not to participate in an out of class assignment, you need to speak to the Professor in person regarding your reasoning before the due date.

Requirements:

- Integrate readings into your reflections
- Reflect on what you have read and how it affects your future social work practice
- Write **your** thoughts, opinions, feelings related to the issues raised in the readings.
- For reflections with an out of class exercise, please share your experiences directly related to the exercise
- **Do not use a cover sheet. Headings for each reflection should be written as follows IN THE HEADER of your document:
Last Name, First Name/Date/Reflection # (1-5)**

Criteria for Evaluation:

- 1.20 pts Ability to demonstrate you have read the assigned material.
- 0.70 pts Relevance of your reflections to the readings.
- 1.00 pts In-depth and honest self-reflection.
- 1.10 pts Clarity, grammar, APA and timely completion of the assignment

Due Dates: 2/2, 3/11, 3/25, 4/8, and 4/20 at 11:00am submit via Canvas

Culture Chest (10 points)

- Choose a small box for your “culture chest.”
- Place 5 items inside the box, these are your “inner identities” that people might not know about you by just passing by you on the street. These items represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world.
- Decorate the outside of the box with 5 images with your “outer identities” that describe how you think others view and treat you based on these social identities.

In other words, identities that people might be able to discern by just “looking” at you. These are identities that you believe are more “obvious” to a casual observer. You can use objects including but not limited to pictures, drawings, words or phrases to decorate the outside of the box.

- Your presentation should indicate how each of the items relates to a social group membership, for example “this symbol reflects my gender because...”.
- Please try to be mindful of time while presenting your culture chest so others also have an opportunity to do so in a timely manner. Each person will be **allotted 5 minutes maximum so please practice and time yourself to make sure you achieve this very important requirement.**

Criteria for evaluation:

- 3 pts Thoughtful contents inside the culture chest;
- 3 pts Thoughtful decoration of the outside of the culture chest; and
- 4 pts Presentation during class, including your description of how each item relates to a specific social group membership and the usage of your time during the presentation.

Sign Up for Date: 1/28

Due Date: 2/16 and 2/18, depending on which date you signed up for

Group Critical Analysis and Social Action Paper (35 Points)

During the semester, readings, lectures, and class discussions will touch upon many pressing social justice issues. Students will indicate a topic area of interest to them. Students will be grouped with other students who have similar interests or students can self-select into groups. The class will make this decision as a group. Students will then work together to develop a critical analysis and social action paper based on this approved topic. The length of the paper should be no less than 15 pages and no more than 20 pages including references but not including the title page.

On **2/23**, each group will submit a one-paragraph summary describing the topic submitted on Canvas. One representative from each group can upload the paragraph (meaning I do not need every group member to upload their group’s paragraph). The Professor will provide feedback on the topic regarding scope and feasibility.

The purpose of the paper is to:

- Assist in integrating course content (readings, course lectures & discussions)
- Sharpen your critical analysis skills (i.e. what do YOU think? Where are the gaps?)
- Give you practice in progressing from the critical analysis and identification of a social problem to formulating a viable social action plan
- Assist you in seeing past the problems of individual clients by identifying and addressing the broader, structural factors that compromise the well-being of individuals, families, and communities
- Give you an opportunity to work in a group setting

Your paper should include the following sections and each section builds upon the other:

- a. **Abstract:** Provide a brief, comprehensive summary of the contents of the paper.

- b. **Statement of Purpose:** Define the problem, including who is impacted and how.
- c. **Discussion of Research:** Integrate and summarize the existing literature on this social issue. This section should include background information related to the future sections of your paper and cite at least 10 scholarly articles on the topic. The literature will be a foundation for your social action plan.
- d. **Theoretical Framework:** Identify one theory that provides an explanation and understanding of the social issue. This theory will also be the basis of your social action plan. Make sure your theory reflects the social action plan.
- e. **Critical Analysis of the Problem:** Evaluate the credibility of the evidence presented in the discussion of the research by addressing the following critical questions:
 - What is the evidence that the problem is really a cause for societal concern? (e.g., How prevalent is it? What is its impact?)
 - What are the relevant arguments regarding the topic? (e.g. What are the arguments for or against it?)
 - Who is presenting this evidence? What perspective are they coming from?
 - Is there evidence that is being omitted from either the argument or the counter argument?
 - How might this problem be addressed if it were viewed as a structural, societal problem?
- f. **Social Action Plan:** Based upon your critical analysis of the problem, outline a comprehensive social action plan that covers micro, mezzo and macro level change. Remember, you're stating that the status quo is oppressive. So including a social action plan of interventions/prevention strategies that are already taking place at a very basic level (i.e. micro: providing therapy to those with mental illness; mezzo: school-based programs that include social workers in prevention; macro: advocate for policy changes) does not make change. **So please include novel or innovative strategies your group members have created grounded in the literature you found.**

Criteria for evaluation:

1.75 pts Coherent description of the problem (does the reader know what the problem is?)

1.75 pts Description of the prevalence and impact of the problem (have you included statistics or other modes of quality information to let you know how "big" of a problem this is?)

1.75 pts Quality of synthesis of the relevant literature (does the discussion of research give the reader a general knowledge of the issue and its problems?)

12.00 pts Quality of critical analysis, including balanced discussion of opposing viewpoints (have you related it to a theory?)

15.50 pts Clarity and viability of social action plan related to the literature and theory (NOTE: Make sure that the SAP match some of the concepts you spoke of previously. So for example, if you are creating a mental health promotion program and you mention that males and females have very different rates of depression, but then you have a mezzo intervention that has males and females grouped together. Your program does not relate to what you previously wrote/shared. Also make sure

you have **all three** (micro: one on one; mezzo: community based; macro: large scale) components in your SAP.

2.25 pts Adherence to APA style guidelines (title page, citations and reference page) and grammar.

The Professor reserves the right to award differentially-weighted grades on the group project based on the contribution of the group members to the paper and presentation. Each student is required to provide evaluations of their fellow group members' contributions and a final grade you believe they deserve. **Please provide this on the due date of the paper via email or provide a hard copy in class.**

Sign Up for Topics: 2/4

Description of Topic: 2/23

Due Date: 5/4

Group Presentation of the Critical Analysis and Social Action Paper (15 total points)

The purpose of the presentation is to share information with your classmates that is important for social workers to know about the social justice issue your group has analyzed. Each group will present as though they are at a professional conference. They can present using a digital presentation (Powerpoint, Prezi, etc) or other presentation styles.

Presentations will not exceed 10 minutes as all slides will be timed (i.e. slides will advance automatically by manually setting desired times). Please see this URL if you do not know how to manually set up timed slides: <http://office.microsoft.com/en-us/powerpoint-help/time-slides-with-a-timer-HP005195255.aspx>

The presentation should summarize the information covered in the Critical Analysis paper and should include the following sections:

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

Criteria of Evaluation:

1 pts Ability to captivate and educate your audience about the social justice issue

10 pts Ability to provide an effective and convincing social action plan

2 pts Quality of the presentation

2 pts Extent to which you maximize your allotted time (if you go over the 10 minute maximum you will lose these points).

Sign Up for Presentation Date: 2/25

Due Date: 4/22 and 4/27

Final Personal Statement (10 points)

To demonstrate your learning over the course of the semester, as well as to integrate that learning into your future professional life, write a three-page essay that answers the following questions:

1. How have you grown as an individual and a future social worker?
2. What were the most important lessons you learned through your participation in this course?
3. How did you challenge your previous attitudes and opinions?
4. What were the most difficult aspects of this course for you? The most fulfilling?
5. How will this course help you in your future profession as a social worker?
6. What will be your contribution to the field of social work and how will you change the world? Has this changed from the beginning of the semester?

Criteria of Evaluation:

- 3 pts Ability to demonstrate reflection and self-exploration.
- 4 pts Ability to demonstrate professional growth as a social worker/social justice advocate.
- 3 pts Adherence to APA style guidelines and grammar.

Due Date: 5/6 in class, do not upload to Canvas, provide hard copy in person in class.

GRADING

Course Grades

Active Learning	10 pts.
Reflections (5@ 4pts each)	20 pts.
Culture Chest	10 pts.
Group Critical Analysis and Social Action Paper	35 pts.
Group Presentation	15 pts.
Final Personal Statement	10 pts.
Total	100 pts.

GRADING CRITERIA

Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Professor prior to the due date. Grades are not curved in this class. Please read the following descriptions to understand the grading in this class.

Grades will be assigned as follows:

94.00-100 points	A (excellent)
90.00-93.999 points	A- (very good)

To receive an "A" in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.

87.00-89.999 points	B+ (well above average)
84 -86.999 points	B (above average)
80-83.999 points	B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations;

demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.999 points	C+ (average)
74.00-76.999 points	C
70.00-73.999 points	C-

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis.

67.00-69.999 points	D+ (below average)
64.00-66.999 points	D
60.00-63.999 points	D-

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0 points or below	F (failing)
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COURSE POLICIES

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values.
2. The Professor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
4. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

Use of Canvas in Class

In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. **Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. It is required that students check their email daily.**

Course and Professor Evaluation

Students will have two formal opportunities to evaluate the quality of the course and instruction. Mid-way through the course students will be asked to provide an anonymous evaluation regarding the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to contact the Professor to discuss the quality of the course and instruction and suggest changes that will facilitate their learning.

UNIVERSITY POLICIES

The University of Texas Honor Code

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

Professional Conduct in Class

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

Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the

University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Documented Disability Statement

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

Religious Holidays

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

Use of E-Mail for Official Correspondence to Students

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

Not all issues can be handled appropriately on email. Students that wish to discuss concerns about their performance, grades, an assignment, or other more complex matters need to attend the Professor’s office hours or make an appointment.

Safety

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

Behavior Concerns Advice Line (BCAL)

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

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Electronics in Class

Please turn off and put away your cell phones and laptops before class begins.

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

CLASSROOM CIVILITY. 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. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

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 can contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at www.utexas.edu/student/cmhc/.

COURSE SCHEDULE

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
Week 1 1/21 (W)	<ul style="list-style-type: none"> • Introductions • Course Overview • Review of Syllabus & Course Requirements • Class Agreements 		
Week 2 1/26 (M)	<ul style="list-style-type: none"> • Power, Privilege & Oppression • Structural Issues 	Johnson, Chapters 1&2	
1/28 (W)	<ul style="list-style-type: none"> • Social Justice & Social Work 	West, Introduction	<i>Sign up-culture chest date</i>
Week 3 2/2 (M)	<ul style="list-style-type: none"> • Definitions • Conceptual Frameworks & Theoretical Perspectives 	Johnson Chapter 3	Reflection (out of class exercise)
2/4 (W)		West, Ch.1 Book Club Discussion Peer Led Group #1	<i>Sign up for group paper topics</i>
Week 4 2/9 (M)	<ul style="list-style-type: none"> • Culture, Identity & Social Construction • Intersectionality • Allies & Critical Consciousness 	Johnson, Chapter 4	
2/11 (W)		West, Ch. 2 Book Club Discussion Peer Led Group #2	
Week 5 2/16 (M)	<ul style="list-style-type: none"> • Presentations: Culture Chests 		Culture Chest

2/18 (W)	<ul style="list-style-type: none"> • Presentations: Culture Chests 		Culture Chest
Week 6 2/23 (M)	<ul style="list-style-type: none"> • Race and Racism 	Johnson, Chapter 5	One paragraph description from each group of proposed topic for the Critical Analysis paper.
2/25 (W)		West, Ch. 3 Book Club Discussion Peer Led Group #3	<i>Sign up-group presentation date</i>
Week 7 3/2 (M)	<ul style="list-style-type: none"> • Gender and Sexism 	Johnson, Chapter 6	
3/4(W)		West, Ch. 4 Book Club Discussion Peer Led Group #4	
Week 8 3/9 (M)	<ul style="list-style-type: none"> • Sexual Orientation, Heterosexism, Homophobia & Transgender Oppression 	Johnson, Chapter 7	
3/11 (W)		West, Ch. 5 Book Club Discussion Peer Led Group #5	Reflection (out of class exercise)
3/16-3/21	Spring Break!	Enjoy!	
Week 9 3/23 (M)	<ul style="list-style-type: none"> • Class and Classism 	Johnson, Chapter 8	
3/25 (W)		West, Ch. 6 Book Club Discussion Peer Led Group #6	Reflection (out of class exercise) <i>Students complete mid-term eval</i>

<p>Week 10 3/30 (M)</p> <p>4/1 (W)</p>	<ul style="list-style-type: none"> • Religion and Religious Oppression 	<p>West, Ch. 7 Book Club Discussion Peer Led Group #7</p>	
<p>Week 11 4/6 (M)</p> <p>4/8 (W)</p>	<ul style="list-style-type: none"> • Ability and Ableism • Age and Ageism 	<p>West, Ch. 8 Book Club Discussion Peer Led Group #8</p>	<p>Reflection (out of class exercise)</p>
<p>Week 12 4/13 (M)</p> <p>4/15 (W)</p>	<ul style="list-style-type: none"> • Human Rights Perspective • Critical Thinking <p>LBJ Visit</p>	<p>Johnson, Chapter 9 Book Club Discussion Peer Led Group #9</p>	
<p>Week 13 4/20 (M)</p> <p>4/22 (W)</p>	<ul style="list-style-type: none"> • Work on Group Projects in class • Two Group Critical Analysis and Strategic Action Presentations 		<p>Reflection (LBJ museum)</p> <p>Presentations</p>
<p>Week 14 4/27 (M)</p> <p>4/29 (W)</p>	<ul style="list-style-type: none"> • Two Group Critical Analysis and Strategic Action Presentations • Individual group meetings with Professor 		<p>Presentations</p>
<p>Week 15 5/4 (M)</p>	<ul style="list-style-type: none"> • Visions & Strategies for Change • Alliance Building • Resistance to 	<p>West: Epilogue Book Club Discussion Peer Led Group #10</p>	<p>Critical Analysis and Social Action Paper Due</p>

5/6 (W)	Oppression LAST DAY OF CLASS <ul style="list-style-type: none">• Wrap-Up• Reflection• Looking Forward	ENJOY SUMMER BREAK!	Final Personal Statement (PAPER, not canvas)
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