

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF UNDERGRADUATE STUDIES

Course/Unique Number: UGS 302 / U# 61235	Office Number: SSW 3.130K
Semester: Fall 2015	Office Phone: 471-6266
Meeting Time/Place: Wed 9:00-12:00/Main 220B	Office Hours: Fri. 1:30-3 pm & by appt.
Instructor: Professor Yolanda C. Padilla, PhD, MSSW, ypadilla@utexas.edu	

Signature Course

HOW TO CHANGE THE WORLD (UGS)

Fall 2015 special focus ~ Leadership as personal power: Persuasion, action, persistence

FLAG: *Writing*

FLAG: *Ethics and Leadership*

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

This course fulfills three hours of the component area option of the university core curriculum and addresses three of the core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, and one additional objective (teamwork, personal responsibility, social responsibility, or empirical and quantitative skills).

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 to read and discuss your peers' work. You should, therefore, expect a substantial portion of your grade to come from your written work.

This course may be used to fulfill three hours of the communication component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, teamwork, and personal responsibility.

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

I. Course Description

In the spirit of the motto of The University of Texas at Austin, *What starts here changes the world*, the aim of this course is to challenge students to view themselves as active agents of social change. We will explore such questions as: Will we choose ignorance of social issues or awareness—and what are the ethical implications? If awareness, how do we move toward advocacy and action? And how can we build action and transformation into our own careers, our lives? Ethical decision-making is not about a formula. Engaging in social change begins with reading, observing, and inquiry—in pursuit of a more just and civilized society. The premise of this course is that the basis for action toward social change is critical awareness. We will raise vital questions, suppose alternative viewpoints, allow ourselves to be inspired. Reading and reflecting upon the legacies and visions of individuals who have made a difference, we will begin to imagine the kind of world we want to create.

II. Required Readings

Readings in order of assignment date (available on Canvas)

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

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

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

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

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

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

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

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

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

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

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

To Repair the World: Paul Farmer Speaks to the Next Generation, by Paul Farmer and Jonathan Weigel (Los Angeles: University of California Press, 2013). Selections: Reimagining Equity; General Anesthesia for the (Young Doctor's) Soul?; Health, Human Rights, and Unnatural Disasters; Global Health Equity and the Missing Weapons of Mass Salvation.

Developing a Liberatory Consciousness, in *Readings for Diversity and Social Justice*, by Maurianne Adams et. al., Ed (NY: Routledge, 2010).

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

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

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

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

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

Recommended reference books on writing and oral presentation skills

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

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

III. Course Requirements

(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 from the final grade average.</i>	
◦ Attend each class period & other required out-of-class class events	
◦ Attend a <i>University Lecture Series</i> event (http://www.utexas.edu/ugs/uls)	
◦ Bring notes from readings / make at least one substantive comment each class period	

A. Short Papers: Writing for Critical Thinking

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

Paper 2: Essay *Reflections on a tour of the LBJ Museum – imagining social change*

Paper 3: Reading Notes *Perspectives on social ethics in pursuit of a more just society*

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

An essential aspect of improving writing is revising. Therefore, for papers with a grade less than an 85, I will accept revised papers, which must include the original draft with my comments, within three class periods of the original due date. The highest grade you can get on the revision will be an 85. For all writing assignments, I encourage you to take advantage of the Undergraduate Writing Center (see Section V).

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

IV. Course Schedule Fall 2015 (Dates for out-of-class events subject to scheduling availability.)

Date	Class theme and activity	Readings	Due today
Aug 26	Introduction to the course		
Sept 2	<p>“Who am I?” <i>The creation of self through socialization: family, institutions, and the world</i></p> <p>RESEARCH PROJECT ~ Groups select research topics *Bring your laptop if you have one.</p>	<p>“The Cycle of Socialization,” <i>Readings for Diversity and Social Justice</i></p> <p><i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i>, selected essays</p> <ul style="list-style-type: none"> - Will the Tortoise Win the Race? - Daniel’s Letter - A Coach’s Word - The Case for Race <p><i>The Sociological Imagination</i> (excerpt)</p>	<p>RESEARCH PROJECT ~ Step 1: Choice of Topic (Worksheet)</p> <p><i>Some initial thoughts on PAPER 1: Outline</i></p>
Sept 9 <i>Meet at LBJ Museum 9:15 am</i>	<p><i>A vision for a more just society: US President Lyndon B. Johnson and the Great Society</i></p> <p>TOUR: LBJ Presidential Library & Museum (on the east side of the UT campus)</p>	<p>Johnson’s Speech Before Congress on Voting Rights (video and transcript)</p> <p>“Seeing is Believing: The Enduring Legacy of Lyndon Johnson”</p>	<p>PAPER 1: OUTLINE</p>
Sept 16 <i>Meet SSW Utopia Theater 9:15 am</i>	<p><i>Modeling power: The leadership of President Johnson</i></p> <p>Panel discussion: President Johnson: Lasting Impact of His Legacy on Social Issues (located inside the main entrance to the building)</p>		<p>Obtain final approval on group topic for Research Project</p>
<i>REQUIRED OUT-OF-CLASS EVENTS (class cancelled on Oct. 14 in lieu POWER GOES event on Sept. 16)</i>			
Sept. 16 (Wed), 8:00-9:30 pm, UT McCullough Theater	The Seldoms POWER GOES dance and theater performance		
Sept. 22 (Tues), 6:15-7:30 OR 8:15-9:30 pm, UT Hogg Memorial Auditorium	“Lessons in Leadership,” UT Lecture Series (UGS requirement)		

Sept 23 <i>Meet at PCL 2.340 9:00 am</i>	Research Project ATTEND: Perry-Castañeda Library Research Skills Workshop	Bring questions on the research report assignment.	PAPER 2: Essay
Sept 30	<i>How leaders inspire action through narrative: Martin Luther King, Jr.</i> Workshop: Preparing Good Oral Presentations	“Statement from Alabama Clergymen,” April 12, 1963. “Letter From Birmingham Jail,” April 16, 1963, Martin Luther King, Jr. [Response to Clergymen] <i>The Secret Language of Leadership</i> , Introduction, Appendix 1	Bring one completed abstract
OCTOBER			
Oct 7	<i>Ethical Dilemmas and Inequality</i> Film: <i>Unnatural Causes</i>	Bio: “Paul Farmer, A Man Who Would Cure the World” To Repair the World: Paul Farmer Speaks to the Next Generation: pp. 3-19; 123-142	RESEARCH PROJECT ~ <u>Step 2: Five abstracts</u>
Oct 14	NO CLASS TODAY in lieu of POWER GOES performance		
Oct 21	<i>Perspectives on social ethics in pursuit of a more just society: contemplating dilemmas in our vocation</i>	“An Appeal to the Young (1880)” “Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action” “Developing a Liberatory Consciousness”	PAPER 3: Reading Notes
Oct 28 <i>Meet at Blanton 9-45 am</i>	<i>Messages about social change in art</i> TOUR: UT Blanton Museum of Art	“Artists and Social Change”	RESEARCH PROJECT ~ Step 3: Full Report & your Five Abstracts with my comments

NOVEMBER

Nov 4	Research Project		RESEARCH PROJECT ~ Step 4: Group 1, 2 & 3 Presentations
Nov 11	Listen to my story— “For all those whose cares have been our concern... the hope still lives.”	“Yes, We’re Queer: LGBTQ Youth Speak Out”	
Nov 18	Research Project		Groups 4, 5 & 6 Presentations
Nov 25	Can a book change the world?	Bio: Betty Friedan, “The Feminist Movement in the 20th Century” “Books as Bombs: Why the Women’s Movement Needed <i>The Feminine Mystique</i> ”	Come prepared to share: your thoughts on a book that challenged the way you look at the world

DECEMBER

Dec 2	Arguing for social change: Advocacy in the public arena Final thoughts on the class & course evaluations Last day of class	“Advocacy and Argumentation in the Public Arena.”	PAPER 4: Speech Students will read their speeches in class today. Research Report (if submitting a revised draft)
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V. Classroom and University Policies

Classroom Policies

GRADING POLICY

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

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

ASSIGNMENT SUBMISSION and LATE WORK. All assignments must be submitted in hard copy in order to receive credit. No electronic submissions, unless otherwise indicated. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Assignments will be penalized 5 points for each calendar day late. Presentations cannot be re-scheduled. Films shown in class are not available for individual viewing (check with the UT Libraries or the School of Social Work Resource Center).

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

WRITING CENTER. I encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222 (<http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Open from 9 a.m. to 7 p.m. Monday-Thursday and from 9 a.m. to 3 p.m. on Friday.

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

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 instructor. The instructor 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 or online at www.utexas.edu/student/cmhc/.

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 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 instructor 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.

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

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, 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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be

found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by FERPA regulations as well. Discussions with individuals outside of the educational context are not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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

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

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

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

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