

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course/Unique Number: UGS 302 / U# 64050

Office Number: SSW 3.130K

Semester: Fall 2013

Office Phone: 471-6266

Meeting Time/Place: Wed. 2:00-5:00/MAIN 220F

Office Hours: Fri 3:00-4:30 & by appt
TA: SSW 3.112, Thurs 8:30-10 & appt

Instructor: Professor Yolanda C. Padilla, PhD, LMSW-AP, ypadilla@utexas.edu

Signature Course

HOW TO CHANGE THE WORLD (UGS)

FLAG: *Writing*

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

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

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: What influences how we engage in the issues of our world? Is knowledge enough? How can we make our own career transformational? The premise of this course is that the basis for individual action toward social change is critical awareness, both on an intellectual and personal level. We will read and reflect upon the stories and visions of individuals who have made a difference and begin to imagine the kind of world we want to create.

II. Required Readings

Readings in order of assignment date (available on Blackboard)

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

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

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

Never Again? Reflections on Human Rights and Human Values, in *Partner to the Poor: A Paul Farmer Reader*, by Paul Farmer (University of California Press, 2010).

Lyndon B. Johnson's Speech Before Congress on Voting Rights, March 15, 1965. Video and transcript.

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 demonstration.]

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

Artists and Social Change, by Curtis Carter, *Philosophy Faculty Research Publications* 1-1-2009 (Marquette University 3-Publications@Marquette).

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).

Yes, we're queer: LGBTQ youth speak out, by Anna Blackshaw (Indyweek.com, May 2, 2012).

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

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

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

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

Recommended reference books for writing and oral presentations

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

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

III. Course Requirements

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| (a) Engagement in class discussion (including attendance at the <i>University Lecture Series</i> and/or other events) | 15% |
| (b) Four essays (15% each), including peer reviews, drafts, sharing with class DUE: See Course Schedule | 60% |
| (c) Information literacy assignment Group research project, reading selection, and leading of class discussion DUE: One assigned group per week in the second half of semester | 25% |
| <hr/> | |
| | 100% |

Attendance and participation. No penalty for the first unexcused absence; after that each absence costs three points from the final grade average on a scale of 100. **Students will be expected to make at least one substantive comment each class period.**

Overview

I have designed the class so that it provides ample opportunities for you to engage in the material that we are learning. Engagement in critical thinking will take place through essay-writing, reflections on class activities, and oral presentations. How do we practice critical thinking? Note your observations about what you read/see: let yourself be inspired, raise vital questions, tie ideas creatively, identify themes, analyze ideas, uncover unstated assumptions, draw on your experience, challenge your patterns of belief, create your own interpretations, consider implications, draw conclusions, imagine what things mean for your own life. I expect your ideas to be insightful, carefully thought out, coherent.

A. Engagement in Class Discussion

To be ready for class discussion, please bring a sheet of paper with key points from the readings each week prepared to engage coherently in class discussion. 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. This could mean talking about what part of the readings or other activities most impact or resonate with you. It could mean taking issue with some aspect of the readings/material.

In class discussions, I will act as discussion leader, and sometimes will provide informative notes, discussion questions/prompts, and other material to build on class readings and discussion. 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).

B. Essays

You will write four essays which will allow you to critically analyze the ideas set forth in the class. Detailed instructions and a rubric for each of essays is available on Blackboard.

Essay 1: Response. Thoughts and reactions to ideas presented in the readings.

Essay 2: Textual Analysis. Textual analysis based on a visit to the Lyndon B. Johnson Museum.

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

Essay 4: Argumentation. Literary techniques for persuasive argumentation.

An essential aspect of improving writing is revising. Therefore, for essays with a grade less than an 85, I will accept revised essays, along with the original draft with my comments, within two weeks of the day I return them to you. I encourage you to take advantage of the Undergraduate Writing Center (see Section V).

C. Information Literacy Assignment: Group Research Project

Students will be divided into groups of three to prepare a paper and oral presentation based on library research on contemporary national or international social action efforts toward a cause, such as poverty, gay social exclusion, human trafficking, and so on. Students must receive approval on the topic before starting work on it. The day of the oral presentation students should dress professionally or in a way that is appropriate for the topic (e.g., T-shirts supporting a cause). The expectation is that students will dedicate several weeks to the research project. A report prepared the weekend before will not be acceptable. Below is an overview of the assignment, but please also **see the detailed rubric for both the oral presentation and written reports** available on Blackboard.

On a conceptual level, the research project should focus on societal-level factors associated with problems facing people. It will be important to differentiate between societal factors and personal or familial factors. Below is an excerpt from an article on primary prevention of child abuse, which illustrates this concept quite well.

Primary prevention must be implemented on many levels before it can be successful. Strategies on the societal level include increasing the “value” of children, increasing the economic self-sufficiency of families, discouraging corporal punishment and other forms of violence, making health care more accessible and affordable, expanding and improving coordination of social services, improving the identification and treatment of psychologic problems and alcohol and drug abuse, providing more affordable child care and preventing the birth of unwanted children. Strategies on the familial [personal] level

*include helping parents meet their basic needs, identifying problems of substance abuse and spouse abuse, and educating parents about child behavior, discipline, safety and development [emphasis added].*¹

The core parts of presentation and report are as follows. Each of the three students will be responsible for writing one of the parts of the report (4-5 pages) and giving a 5-minute oral presentation on it. All three parts must flow together to form a coherent report that includes an introductory and concluding paragraph. It must be obvious that all group members worked together on the report. The expectation is that you submit your very best work. However, you will be allowed to make less major revisions on the first draft of the report, which will be due within 2 weeks after the time of your original submission. Copies of the first draft of the report with my comments and completed rubrics are required in order to qualify for an increase in the grade.

Part 1: Description of the social problem (6-8 library sources)

This section should provide a critical analysis of the background of the problem, including data on who is affected, a review of the literature on the causes and consequences of the problem, different viewpoints on the problem, and so on. This section should reflect in-depth analysis. For example, if you were studying gay social exclusion, it will not be enough to say that it is a problem of homophobia. You would also want to see some research on the sources of homophobia (does it have to do with moral development?). Must incorporate at least.

Part 2: Efforts toward social change (6-8 library sources)

In this section provide an overview and history of a range of different efforts used to confront the social problem. The focus here must be on **social** efforts. Rather than discussing multiple strategies, focus on about three and critically analyze and compare them. The strategies should include those that are looking at larger social forces, such as discrimination and history. In addition to providing a description of the efforts, in this section you are expected to include a critical analysis of the efforts. For example, if charter schools have been as a strategy to address educational inequity, does the research show that they have actually made a difference? Who agrees and disagrees with that strategy?

Part 3: Biography (book-length biography)

The purpose of this section is to examine the biography of a person who has made a difference in solving the social problem during any period in history, someone the group finds inspiring. It must be a book-length biography/autobiography or memoir and must include the person's personal background and story, the person's philosophy of social change, and their social action strategies. If this type of biography has not been written for the social problem you are considering, you will need to select a different problem. (An example of a good biography is Tracy Kidder's *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*). **Obtain my approval on the biography at least four weeks in advance.**

Selection of reading to assign to the class and leading of class discussion

The group will select an *interesting and thought-provoking* reading about the area of social change that their research project is covering in order to engage the class in discussion. It could

¹ Bethea, L. (1999). Primary Prevention of Child Abuse. *American Family Physician*, 59 (6): 1577-1585.

be a case, a newspaper article, a short biographical story, etc. Be sure, however, that the reading does not duplicate the presentation. For example, if you are studying educational inequity, you could provide the class with a teacher's story from the Teach for America magazine, *One Day*. The reading will be uploaded to Bb and will be required. **The full class** will be expected to come prepared to discuss the reading.

Very early on in the semester each group should touch base with me about their plans for the project, including the biography the group is considering. In addition, groups are required to meet with me **2-3 weeks** prior to the presentation date to go over their presentation and to obtain approval for their reading selection.

IV. Course Schedule

*Subject to change to meet student learning needs and to accommodate speakers and other class activities.
 Research Groups meet with me at least 2 weeks in advance to give me a preview of your presentations and proposed class reading selection.*

| Date | Class theme and activity | Readings | Due today |
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| Jan 16 | Introduction to the course and brainstorming on research project | | |
| Jan 23 | <p><i>“Who am I?” How the roles we have been socialized to influence how we engage in the issues of our world</i></p> <p>Select Research Group Project topics and Complete Research Project Worksheet *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 Healing Heart ○ The Case for Race | ESSAY 1 ~ Response |
| Jan 30 | <p><i>Ethical Dilemmas and Inequality</i></p> <p>Film: <i>Unnatural Causes: Is Inequality Making Us Sick</i></p> | <p>“Paul Farmer, A Man Who Would Cure the World” (Brief biography)</p> <p>“Never Again? Reflections on Human Rights and Human Values”</p> | |
| Feb 6 2:00-4:30 LBJ Museum | <p><i>A vision for a more just society: US President Lyndon B. Johnson and the Great Society</i></p> <p>Meet at Museum: Tour of the LBJ Museum (2313 Red River St)</p> | <p>Johnson’s Speech Before Congress on Voting Rights (video and transcript)</p> <p>“Seeing is Believing: The Enduring Legacy of Lyndon Johnson”</p> | |
| Feb 13 ~ ~ ~ ~ Class to PCL 1.339 at 3:15 pm | <p>The elements of good writing</p> <p>Essay 2 - Peer Review ~ ~ ~ ~ ~ ~ ~ ~</p> <p>Information Literacy Workshop (we will go as a group for the second part of class)</p> | | ESSAY 2 ~ Textual Analysis |

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| Feb 20 | <p><i>An examined life: Martin Luther King, Jr.</i></p> <p><i>“Public discussion of the great issues of life and virtue is a necessary part of any valuable human life.” (Socrates, 469 BCE–399 BCE)</i></p> <p>Workshop: Writing with Clarity & Grace</p> | <p>Bio: Martin Luther King, Jr.</p> <p>“Statement from Alabama Clergymen,” April 12, 1963.</p> <p>“Letter From Birmingham Jail,” April 16, 1963, Martin Luther King, Jr.</p> | <p><i>Group 1: Schedule mtg w/me</i></p> |
| Feb 27 | <p><i>Messages about social change in art</i></p> <p>UT Blanton Museum of Art Tour (Today’s class will be held at the Blanton. Meet at the front doors at 2 pm)</p> | <p>“Artists and Social Change”</p> | <p><i>Group 2: Schedule mtg w/me</i></p> <p>No essay due, but jot notes on your observations of how art engages in social change</p> |
| Mar 6 | <p><i>Can a book change the world?</i></p> <p>Workshop: How to Prepare Oral Presentations</p> | <p>Bio: Betty Friedan</p> <p>“The Feminist Movement in the 20th Century”</p> <p>“Books as Bombs: Why the Women’s Movement Needed <i>The Feminine Mystique</i>”</p> | <p><i>Group 3: Schedule mtg w/me</i></p> <p>Come prepared to tell us about a book that has challenged the way you look at the world</p> <p>Share observations about how art engages in social change</p> |
| Mar 13 | <p><i>Spring Break</i></p> | | |
| Mar 20 | <p><i>Listen to my story—attending to the stories of “those whose cares are our concern”</i></p> <p>Peers for Pride: UT student peer facilitators perform monologues that explore the lives of lesbians, gay, bisexuals, & transgender people</p> | <p>“Yes, we’re queer: LGBTQ youth speak out”</p> <p>Student Reading 1 _____</p> | <p>Group 1 Research Presentation</p> <p><i>Group 4: Schedule mtg w/me</i> <i>Group 5: Schedule mtg w/me</i></p> |

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| Mar 27 | <i>A transformational career plan: Expanding from a traditional narrow focus to a broader social change focus—What would it look like?</i> | <p>“Developing a Liberatory Consciousness”</p> <p>“Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action”</p> <p>Student Reading 2 _____</p> | <p>Group 2 Research Presentation</p> <p>Group 6: Schedule mtg w/me</p> <p>Outline for ESSAY 3 ~ Final Reflections</p> |
| Apr 3 | <i>A transformational career plan (cont.)</i> Essay 3 - Peer Review | <p>“An Appeal to the Young (1880)”</p> <p>Student Reading 3 _____</p> | <p>Group 3 Research Presentation</p> <p>ESSAY 3 ~ Final Reflections</p> |
| Apr 10 | | <p>Student Reading 4 _____</p> <p>Student Reading 5 _____</p> | <p>Group 4 Research Presentation</p> <p>Group 5 Research Presentation</p> |
| Apr 17 | <i>Advocacy in the public arena</i> Group work on Essay 4 | <p>“Advocacy and Argumentation in the Public Arena”</p> <p>Student Reading 6 _____</p> | <p>Group 6 Research Presentation</p> |

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| <p>Apr 22 (Monday), 8 pm Bass Concert Hall</p> <p>texasperformingarts.org/</p> | <p><u>A night out at the Texas Performing Arts Center</u> TONY KUSHNER, Pulitzer Prize-winning playwright and screenwriter <i>in Conversation with Evan Smith</i></p> <p>Kushner is known for tackling difficult subjects in contemporary history, such as AIDS, the conservative counter-revolution, Afghanistan, the Holocaust, German fascism, and racism and the civil rights movement in the South. He gives voice to characters that have been rendered powerless by the forces of circumstances, such as a drag queen dying of AIDS, an uneducated Southern maid, and contemporary Afghans. This is a unique opportunity to explore the mind of a literary genius.</p> |
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| Apr 24 | NO CLASS IN LIEU of Apr 22 event at the Texas Performing Arts Center | | |
| May 1 | <i>Advocacy in the public arena (cont.)</i> | | <p>ESSAY 4 & ORAL PRES. ~ Argumentation Final thoughts about the class</p> |

V. Classroom and University Policies

Classroom Policies

Use of Blackboard in Class

This course uses Blackboard, a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Blackboard 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 Blackboard course site regularly for class work and announcements. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400 during hours of operation. Please plan accordingly.

Classroom Etiquette

Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class and computers turned off (except when used for classroom purpose 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.

Late Work

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

Style Manual and Proper Credit

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

Writing Center

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

University Notices and Policies

University Grading Policy

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| 100 - 94 = A | 89 - 87 = B+ | 79 - 77 = C+ | 69 - 67 = D+ | 59 and below = F |
| 93 - 90 = A- | 86 - 84 = B | 76 - 74 = C | 66 - 64 = D | |
| | 83 - 80 = B- | 73 - 70 = C- | 63 - 60 = D- | |

The University of Texas Honor Code

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

Professional Conduct in Class

The professor expects students to act 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 Academic 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 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.

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.