

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK

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<b>Course/Unique Number:</b> UGS 302 / U# 94985	<b>Office Number:</b> SSW 3.130K
<b>Semester:</b> Fall 2013	<b>Office Phone:</b> 471-6266
<b>Meeting Time/Place:</b> MWF 2:30-5:00 / SSW 130	<b>Office Hours:</b> M & W 5-6 pm & by appt.
<b>Instructor:</b> Professor Yolanda C. Padilla, PhD, LMSW-AP, <a href="mailto:ypadilla@utexas.edu">ypadilla@utexas.edu</a>	

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*Signature Course*

**HOW TO CHANGE THE WORLD (UGS)**

**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 carries two flags:**

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.

Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations. In this class we will reflect on real-life ethical choices concerning social issues from people who have been leaders in changing the world. You will have the opportunity to reflect on questions or problems in the wider society that are relevant to your own personal and professional lives—as well as to consider how to take on a leadership role by taking the initiative to encourage ethical action.

**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.

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).

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>).

TBA, in *To Repair the World: Paul Farmer Speaks to the Next Generation*, by Paul Farmer, edited by Johnathan Weigle (University of California Press, 2013).

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.).

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* (10<sup>th</sup> Ed.) by Joseph M. Williams (New York: Pearson Longman, 2007).

**III. Course Requirements**

(a) Four essays, 15% each (Including peer reviews, drafts)	60%
(b) Everything but the Paper Group Research Project: Written Report	30%
(c) Everything but the Paper Group Research Project: Oral Presentation (Including reading selection and leading class discussion)	10%
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	100%
(d) Engagement in Class Discussion and Other Required Activities	Points deduction

Attendance and active participation in class and in required activities outside of class are expected. No penalty for the first unexcused absence; after that, each absence costs two points from the final grade average on a scale of 100. Active participation means doing the readings and making at least one substantive comment each class period.

**Overview: Practicing Critical Thinking Skills**

The assignments in this class will provide opportunities for engaging in critical thinking. Writing assignments, class discussions, and oral presentations will call for you to 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.

**A. Essays**

Essay 1: Interpretive Analysis (Outline). Analysis based on a chosen framework.

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, 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. Everything but the Paper Group Research Project (Written and Oral Report)**

Students will conduct the research for a paper except for writing the final draft. Students will be required to turn in (a) their choice of topic, (b) an annotated bibliography, and (c) an introduction and a conclusion to the overall report.

Students will be divided into groups of three to prepare a joint written and oral research report on contemporary national or international social change efforts toward a cause, such as poverty, gay social exclusion, human trafficking, and so on. The report will consist of three parts:

Part 1: Description of the social problem

Part 2: Efforts toward social change

Part 3: Work by a leader who has made a difference

Each of the three students will be responsible for writing one part of the report and giving a 5-minute oral presentation on it. However, the three parts must flow together and be submitted as a single coherent report that includes an overall introductory and concluding paragraph. It must be obvious that all group members worked together on the report and read each other's sections. In conjunction with the oral report, the group will lead a class discussion in the area of social change covered by their research report and select an *interesting and thought-provoking* reading for the rest of the class to read in order to engage the class in discussion.

## **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. 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 part of the readings or other activities most impact or resonate with you or taking issue with some aspect of the readings/material. 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](http://changingminds.org/techniques/questioning/socratic_questions.htm)).

#### IV. Course Schedule

Date	Class theme and activity	Readings	Due today
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#### WEEK 1

July 15	Introduction to the course and brainstorming on research project		
July 17	<p><i>“Who am I?” How the roles we have been socialized into influence how we engage in the issues of our world</i></p> <p><b>RESEARCH REPORT</b> ~ 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"> <li>○ Will the Tortoise Win the Race?</li> <li>○ Daniel’s Letter</li> <li>○ A Coach’s Word</li> <li>○ The Healing Heart</li> <li>○ The Case for Race</li> </ul>	<p>ESSAY 1 OUTLINE ~ Interpretive Analysis (Preliminary draft)</p> <p><b>RESEARCH REPORT:</b> Research Topic worksheet (Everything but the paper, p. 3)</p> <p>Bring a news article on a social problem that interests you.</p>
July 19	<p>Research Project</p> <p><b>LIBRARY VISIT: Research Skills Workshop</b> (2:30 to 4:15)</p>		<p><b>ESSAY 1 OUTLINE</b> ~ Interpretive Analysis (Final draft)</p>
Meet at PCL 1.339 at 2:30 pm			

#### WEEK 2

July 22	NO CLASS – Meetings of Research Groups.		
July 24	<p><i>A vision for a more just society: US President Lyndon B. Johnson and the Great Society</i></p> <p><b>TOUR: LBJ Presidential Museum</b> ( On the UT campus at 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>	
Meet at LBJ Museum at 2:30 pm			

July 26	The elements of good writing Essay 2 - Peer Review  <b>Workshop: Writing with Clarity &amp; Grace</b>	Discussion of museum visit	<b>ESSAY 2 ~ Textual Analysis</b>
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### WEEK 3

July 29	<i>An examined life: Martin Luther King, Jr.</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)  <b>Workshop: Preparing Good Oral Presentations</b>	Bio: Martin Luther King, Jr.  “Statement from Alabama Clergymen,” April 12, 1963.  “Letter From Birmingham Jail,” April 16, 1963, Martin Luther King, Jr.	<b>RESEARCH REPORT ~</b> Annotated Bibliography (Three-part)  <i>NOTE: Be sure that taken together, the abstracts will be able to tell a story when you write your introduction.</i>
July 31  <i>Meet at Blanton at 2:30 pm</i>	<i>Messages about social change in art</i>  <b>TOUR: UT Blanton Museum of Art</b>	“Artists and Social Change”	Use worksheet to keep notes from your observations of how art engages in social change
Aug 2	<i>Listen to my story—attending to the stories of “those whose cares are our concern”</i>  <b>GUEST SPEAKER: Shane Whalley, UT Gender and Sexuality Center</b>	“Yes, We're Queer: LGBTQ Youth Speak Out”	

### WEEK 4

Aug 5	<i>Ethical Dilemmas and Inequality</i>  Film: <i>Unnatural Causes (On Inequality and Health)</i>	“Paul Farmer, A Man Who Would Cure the World” (Brief biography)  Reading by Paul Farmer TBA	<b>RESEARCH REPORT ~</b> - Introduction to each part (added to the Annotated Bib.) - Introduction & Conclusion to the Overall Report
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Aug 7	<i>A transformational career plan: Expanding from a traditional focus approach to a broader social change outlook—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 Readings 1 &amp; 2: See Blackboard</p>	<b>Groups 1 &amp; 2 Research Presentations</b>
Aug 9	<i>A transformational career plan (cont.)</i>	<p>“An Appeal to the Young (1880)”</p> <p>Student Reading 3: See Blackboard</p>	<p><b>Group 3 Research Presentation</b></p> <p><b>ESSAY 3 ~ Final Reflections</b></p>

#### WEEK 5

Aug 12	<i>Can a book change the world?</i>	<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>Student Reading 4: See Blackboard</p>	<p>Come prepared to tell us about a book that has challenged the way you look at the world</p> <p><b>Group 4 Research Presentation</b></p>
Aug 14	<i>Advocacy in the public arena</i>	<p>“Advocacy and Argumentation in the Public Arena”</p> <p>Student Readings 5 &amp; 6: See Blackboard</p>	<b>Groups 5 &amp; 6 Research Presentations</b>
Aug 16	<p><i>Advocacy in the public arena (cont.)</i></p> <p>Final thoughts on the class and course evaluations</p>		<b>ESSAY 4 &amp; ~ Argumentation (Read and submit essay)</b>

## 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**

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.