

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

Course Number: SW 325 /URB354	Instructor: Susan M. De Luca, Ph.D.
Unique Number: 64045/38170	Semester: Fall 2013
Class Time: Tuesday & Thursday 11am – 12:30pm	Class Location: SSW 2.112
Office Hours: Tuesday 12:30pm - 2:00pm or by appointment	Office Location: 3.130L
Instructor 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

Position Paper

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

Position Paper

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

Position Papers

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
Position Paper
Critical Analysis and Social Action Paper & Presentation

PB19 Advocate for human rights and social and economic justice

Objectives 1 and 5

Assignments:

Position Paper

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 instructor 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 AND MATERIALS

Required Texts:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Eds.). (2010). Second Edition *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York, NY: Routledge.

Lum, D. (Ed.). (2011). *Culturally Competent Practice: A framework for understanding diverse groups and justice issues*. Belmont, CA: Brooks/Cole Cengage Learning. (Chapters 2 & 3 only)

The Adams text can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>. To purchase Chapters individually of the Lum text, go to www.cengage.com.

Students are expected to stay abreast of current events, and thus add to class discussions, by viewing at least one national or international news source on a weekly basis.

Recommended sources include, but are not limited to: BBC, CNN, network news (i.e., CBS, ABC and NBC), New York Times, NPR, US News and World Report and Washington Post.

All readings are expected to be completed before each class. The instructor reserves the right to assign additional readings to supplement the required texts and articles.

COURSE REQUIREMENTS

Your grade for this course will be based on: an active learning grade; an initial personal statement; 10 one-page reflection papers; a critical analysis of media paper; a culture chest grade; a group critical analysis paper; a group presentation; and a final personal statement.

It is expected that students attend all classes. In addition, students are encouraged to meet individually (as needed) with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet during office hours or by appointment.

No paper will be accepted after the start of class.

Active Learning (10 points):

The BSW program is a rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be:

- a.) the chair of your agenda, understanding that no one else can do your learning for you
- b.) aware of external or internal distractions keeping you from the “here and the now” purpose and successful completion of this course
- c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning.

As part of active participation in the class, each student is expected to stay abreast of current events and present discussion questions related to critical course material. The instructor will award active learning points based upon observation and, if necessary, discussion with the student. ***Please turn in your active learning contract points with a two-sentence explanation as to why you have earned those points the week of December 2nd.***

Expectations: Class Participation

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing and both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are **essential** not only to your learning process but your colleagues’ learning as well.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- 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 instructor early in the semester.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:

- √ Evidence that you have reflected upon and integrated material learned via readings, discussion and class participation.
- √ Degree to which your communication is relevant and adds to class discussion.
- √ Attendance: students are expected to attend all classes.
- √ Punctual arrival to class.
- √ Adherence to the NASW Code of Ethics (included in the required readings).

Expectations: Current Events and Discussion (part of your participation grade)

- View at least one national or international news source each week.
- Select news items relevant to course material.
- Summarize the news item and present one or two discussion questions to the class at least **five times** during the semester. You will also turn in a hard copy of the event and discussion questions prior to class for my review.

Criteria for Evaluation:

- √ Selection of relevant news items.
- √ Ability to effectively summarize the issue reflected in the news item.
- √ Presentation of thought-provoking discussion question(s).

Initial Personal Statement (5 points):

To assist you in beginning the course, write a three-page essay that answers each the following questions:

1. What life and work experiences have informed your decision to become a social worker? (if not a social work students, please answer according to your own major)
2. What are your professional goals?
3. What adjustments will you have to make to meet the challenges of the BSW program?
4. What resources (e.g., personal strengths, family/friend support, community support) will you draw upon to facilitate your success in the class and program?
5. What will be your contribution to the field of social work and how will you change the world?

Criteria of Evaluation:

- √ Timely completion of the assignment.
- √ Ability to demonstrate reflection and self-exploration. Coherence of writing and grammar.
- √ Adherence to APA style guidelines.

Due Date: 9/5

Reflections (10 points total - 1 point for each reflection):

Reflection papers are your opportunity to use writing to integrate the assigned readings with your own thoughts and experiences. Often times, reflections will also be based on “out of class assignments”. The purpose of the papers is to clarify your thinking and practice expressing your views on controversial topics. Reflection papers are a one-page informal assignment but must demonstrate an in-depth and honest personal reflection.

Expectations:

- Read the assigned readings for the week.
- Reflect on what you have read and how it affects your personal and professional life.
- Write **your** thoughts, opinions, feelings related to the issues raised in the readings.

Headings for each reflection should be written as follows: (papers will be returned ungraded if this heading is not utilized)

Last Name, First Name/Date/Reflection # (1-10) (all on one line in header)

Criteria for Evaluation:

- √ Ability to demonstrate you have read the assigned material.
- √ Relevance of your reflections to the readings and ability to clarify its application in your life.
- √ In-depth and honest self-reflection.
- √ Clarity and timely completion of the assignment (late reflections will not be accepted)

Due Dates: 9/5, 9/12, 9/19, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14

Critical Analysis of Media Paper

The readings cover many controversial social issues related to diversity, power and oppression that impact the lives of your clients and their respective communities. This assignment will give you some idea of how social media plays an implicit role in our understanding and internalization of social norms and oppression.

Guidelines for Writing the Paper:

- Before writing your paper, reflect on the readings for your self-selected topic. You will pick a topic related to oppression that focuses on a song, film, book, poem or video. After viewing/reading/listening to the media, you will critically analyze it based on our required/supplemental readings (or readings you've found on your own) and discussions in class. The goal of the project is to understand and share how this selected form of media promotes or hinders social justice work.
- The paper is a five-page assignment. You must include at least 3 sources from the professional/scholarly literature. Cite all sources used and include a reference page following APA style guidelines. The reference page will not be included as part of the five-page requirement.

Please address the following and follow this format for your paper:

- Briefly identify the type of media you are analyzing and the topic area (i.e. sexism, homophobia, poverty, anti-Semitism, etc);
 - Provide the lyrics or transcript of the media, portion of the book/poem as an appendix. If it's a film, just supply the specific scenes and the dialogue you're addressing, etc.
- State how this media, supported by a theoretical framework, is related to social justice and how it promotes or negates the oppression of certain groups (both target and agent).

- How does this media portray minority/majority individuals? Did you notice any strengths or weaknesses with this portrayal?
 - What are some of the cultural factors present in this form of media that may play a role in this character's identity?
 - In what ways does this character experience discrimination or oppression?
- What was your personal reaction to this character or those around him/her?
- How does this critical analysis inform your social work practice?

Criteria for Evaluation:

- ✓ Format (whether you have followed guidelines described above)
- ✓ Content (how clear and convincing your argument is)
- ✓ You have provided the required documentation of the media you're analyzing
- ✓ Writing Style (organization, clarity, grammar, punctuation)
- ✓ Adherence to APA style guidelines.

Due Date: 10/17

Culture Chest (10 points):

- Choose a small box for your "culture chest."
- Place 5 items inside the box that 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 (e.g., pictures, drawings, words or phrases) that describe how you think others view your social identities and treat you based on these social identities.
- 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.

Criteria for evaluation:

- ✓ Thoughtful contents inside the culture chest (3 points);
- ✓ Thoughtful decoration of the outside of the culture chest (3 points); and
- ✓ Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (4 points)

Sign Up for Date: 9/5

Due Date: 9/24, 9/26, depending on which date you signed up for

Group Critical Analysis and Social Action Paper (35 Points):

During the course of this seminar, readings, lectures, and class discussions will touch on many pressing social justice issues. Students will indicate topic areas that are of interest to them. Students will be grouped with other students who have similar interests. Students will then work together to develop a critical analysis and social action paper based on this topic. Excluding the title and reference pages, the length of the paper should be no less than 15 pages and no more than 20 pages.

On **10/17**, each group is required to submit a one-paragraph summary describing the topic of their proposed paper. The instructor will provide feedback on the topic regarding scope and feasibility.

The purpose of the paper is to:

- Assist in integrating course content
- Sharpen your critical analysis skills
- 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 identify 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:

- a. **Abstract:** Provide a brief, comprehensive summary of the contents of the paper. It allows readers to survey the contents.
- b. **Statement of Purpose:** Define the problem, including who is impacted and how.
- c. **Literature Review:** Integrate and summarize the existing literature on this social issue. You must conduct a literature search and cite at least 10 scholarly articles on the topic.
- d. **Theoretical Framework:** Identify a theory or theories that provide an explanation and understanding of the social issue, or hint of a possible solution.
- e. **Critical Analysis of the Problem:** Evaluate the credibility of the evidence presented in the literature review 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 an intrapersonal problem?
 - 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.

Criteria for evaluation:

- ✓ Coherent description of the problem
- ✓ Description of the prevalence and impact of the problem
- ✓ Quality of synthesis of the relevant literature
- ✓ Quality of critical analysis, including balanced discussion of opposing viewpoints
- ✓ Clarity and viability of social action plan
- ✓ Adherence to APA style guidelines

The instructor 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. If an individual student's performance is consistently below par, students should set up a meeting with the instructor to discuss the situation. But this is a last resort, social work is a collaborative process. Part of the assignment is to also learn how to work with a variety of personalities, work styles, etc. From my experience, waiting until the last moment to coordinate is not ideal. Setting up expectations for each group member, deadline dates, etc has been consistent characteristics of productive and happy groups. As the sign-up for group topics is shortly after the class begins, it is the expectation that you will be working the entire semester on the project.

Sign Up for Topics: 9/12

Description of Topic: 10/17

Due Date: 12/3

Group Presentation (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 PowerPoint presentation or a poster. The presentation should summarize the information covered in their 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 for Evaluation:

- √ Ability to captivate and educate your audience about the social justice issue
- √ Ability to provide an effective and convincing social action plan
- √ Quality of the presentation
- √ Extent to which you maximize your allotted time

A note about time: Presentations should be range from 15-20 minutes. If you go over 20 minutes you will be asked to stop as we need to be respectful of the next group's time and their preparation. As noted in "criteria for evaluation" above, how you use your time will directly reflect upon your grade. Also be prepared that there will be a 10-minute question and answer section by your colleagues and your professor.

Sign Up for Presentation Date: 10/17

Due Date: 11/19, 11/21, 11/26

Final Personal Statement (5 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?
5. How will this course help you in your future profession as a social worker (discuss both micro and macro applications)?
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 for Evaluation:

- √ Ability to demonstrate reflection and self-exploration.
- √ Ability to demonstrate professional growth as a social worker.
- √ Adherence to APA style guidelines.

Due Date: 12/5

GRADING

Course Grades

Active Learning (includes 5 media news sources/questions)	10 pts.
Initial Personal Statement	5 pts.
Reflections	10 pts.
Media Paper	10 pts.
Culture Chest	10 pts.
Group Critical Analysis and Social Action Paper	35 pts.
Group Presentation	15 pts.
Final Personal Statement	5 pts.
Total	100 pts.

Grading Scale

Beginning in the Fall of 2009, UT adopted a +/- grading scale for undergraduate students. Grades will be assigned according to the cumulative number of points the student has earned on the required assignments. The grading scale for this course is as follows:

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

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 instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
 3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
 4. Punctuality and timeliness are important for social work practitioners just like your part time or full time jobs. Class attendance is expected. **It is your responsibility to sign the weekly attendance sheet and you cannot sign the sheet after class has been excused.** The instructor should be **notified in advance** of any planned absence and as soon as possible in the case of an unforeseen, serious emergency. Excessive absences will result in a lowering of one letter grade(s).
 5. 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.
 6. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
 7. 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.

Blackboard

The Blackboard site available for this class will be used for e-mail, announcements, course readings, grade postings and other functions. Class e-mail rosters are a component of these sites. Students who do not want their names included in these electronic rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:
<http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>. Students that need support in using Blackboard can call the ITS Help Desk at 475-9400.

Course and Instructor 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 about the first half of 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 instructor 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 instructor’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 before class begins.

COURSE SCHEDULE

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
Week 1 8/29	<ul style="list-style-type: none"> • Introductions • Course Overview • Review of Syllabus & Course Requirements • Class Agreements 		
Week 2 9/3 9/5	<ul style="list-style-type: none"> • Power, Privilege & Oppression • Structural Issues • Social Justice & Social Work 	Adams (2010), pp. 2-45 NASW Code of Ethics Galambos (2008) Scanlon (2001)	Initial Personal Statement Reflection <i>Sign up-position paper topic</i> <i>Sign up-culture chest date</i>
Week 3 9/10 9/12	<ul style="list-style-type: none"> • Definitions • Conceptual Frameworks & Theoretical Perspectives 	Lum (2011) Ch. 2 Mullaly (2007) pp. 298-303 Waller (2001), pp. 292-294 Payne (2005), Ch 10 Ortiz (2010) McPhail (2003)	Reflection <i>Sign up for group paper topics</i>

Week 4 9/17	<ul style="list-style-type: none"> • Culture, Identity & Social Construction • Intersectionality • Allies & Critical Consciousness 	Adams (2010), pp. 45-58 Appleby (2001), Ch. 2 Collins (1998) Cipolle (2010) Broido (2005)	
9/19			Reflection
Week 5 9/24	<ul style="list-style-type: none"> • Presentations: Culture Chests 		Culture Chest
9/26	<ul style="list-style-type: none"> • Presentations: Culture Chests 		Culture Chest
Week 6 10/1	<ul style="list-style-type: none"> • Race and Racism 	Adams (2010), Section 2 Higginbotham (2011), pp. 7-27, 51-61 Reason (2005) Marable (2004)	
10/3			Reflection
Week 7 10/8	<ul style="list-style-type: none"> • Gender and Sexism 	Adams (2010), Section 5 McPhail, (2008) Higginbotham (2011), pp. 223-227 Blood et al. (1983), pp. 181-185 Adams (2010), pp. 181-185 Ferguson (2010)	
10/10			Reflection
Week 8 10/15	<ul style="list-style-type: none"> • Sexual Orientation, Heterosexism, Homophobia & Transgender Oppression 	Adams (2010), Sections 6 & 7 Morrow (2006) Potoczniak (2009) Minwalla (2005) Schnoor (2006)	

10/17		Szymanski (2005) Willis (2004)	Reflection One paragraph description from each group of proposed topic for the Critical Analysis paper. <i>Sign up-group presentation date</i>
Week 9 10/22	<ul style="list-style-type: none"> Class and Classism 	Adams (2010), Section 3 Langston (1992) Kochlar (2011), pp. 3-8	
10/24			Reflection <i>Students complete mid-term evaluation</i>
Week 10 10/29	<ul style="list-style-type: none"> Religion and Religious Oppression 	Adams (2010), Section 4 III&E (n.d.) Schlosser (2003) Poynting (2006) Grossman (2010)	
10/31			Reflection
Week 11 11/5	<ul style="list-style-type: none"> Ability and Ableism 	Adams (2010), Section 8 Orlin (1995) Solis (2006)	
11/7	<ul style="list-style-type: none"> Age and Ageism 	Adams (2010), Section 9 Finn (1998) Nelson (2005)	Reflection
Week 12 11/12	<ul style="list-style-type: none"> Human Rights Perspective Critical Thinking 	Lum (2011) Ch. 3 Mumm (1997)	
11/14	<ul style="list-style-type: none"> Work on group projects/presentations in class 		Reflection
Week 13 11/19	<ul style="list-style-type: none"> Two Group Critical Analysis and Strategic 		

11/21	<p>Action Presentations</p> <ul style="list-style-type: none"> • Two Group Critical Analysis and Strategic Action Presentations 		
Week 14 11/26	<ul style="list-style-type: none"> • Two Group Critical Analysis and Strategic Action Presentations 		
11/28	THANKSGIVING	ENJOY!!!	
Week 15 12/3	<ul style="list-style-type: none"> • Visions & Strategies for Change • Alliance Building • Resistance to Oppression 	<p>Adams (2010), pp. 599-615 Mullaly (2007), pp. 352-363</p>	Critical Analysis and Social Action Paper
12/5	<p>LAST DAY OF CLASS</p> <ul style="list-style-type: none"> • Wrap-Up • Reflection • Looking Forward • Class evaluations 	<p>ENJOY WINTER BREAK!</p>	Final Personal Statement

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