
SW381S

Foundations of Social Justice

Fall 2013

Friday, 8.30-11.30am

Room: 2.116, School of Social Work

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Office Hours: Tuesday, 8-9am; Thursday, 1-2pm



Standardized Course Description

This course is based on 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.

Required Texts and Materials

Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H.W., Peters, M.L., Zúñiga, X. (eds.) (2013) *Readings for Diversity and Social Justice*. Third Edition. New York: Routledge.

This text can be purchased at the University Co-op, 2246 Guadalupe, 476-7211, <http://www.universitycoop.com>.

Required readings will be posted on Canvas. All readings must be completed before each class. While not required, students are also encouraged to stay abreast of current events. This will be helpful for our in-class discussions.

You are required to purchase one novel /memoir (choose **one** from the three listed under Assignment 5 below). These will not be available at the University Co-op, but these are available through online and other bookstores.

Standardized 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)**
- 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
Assignment: Personal Essay and Journaling; Canvas Reflections; Culture Chests; Novel/Memoir Analysis; Group Paper and Presentation
- PB15** Gain sufficient self--awareness to eliminate the influence of personal biases and values in working with diverse groups
Objectives 4
Assignment: Personal Essay and Journaling; Canvas Reflections; Culture Chests
- PB16** Recognize and communicate their understanding of the importance of difference in shaping life experiences
Objectives 2
Assignment: Personal Essay and Journaling; Canvas Reflections; Culture Chests; Novel/Memoir Analysis; Group Paper and Presentation
- PB17** View selves as learners and engage those with whom they work as informants
Objectives 2
Assignment: Group Paper and 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
Assignment: Personal Essay and Journaling; Canvas Reflections; Novel/Memoir Analysis; Group Paper and Presentation
- PB19** Advocate for human rights and social and economic justice
Objectives 1 and 5
Novel/Memoir Analysis; Group Paper and Presentation
- PB20** Engage in practices that advance social and economic justice
Objectives 1 and 5
Assignment: Personal Essay and Journaling; Group Paper and Presentation

Teaching Methods

Teaching involves collaboration between instructor and student in a mutual learning process. The content of the course has the potential to be controversial and emotionally charged: students and instructor will therefore together establish guidelines to create a respectful, safe and challenging learning environment. Interactive lectures, reading assignments and class discussion will facilitate critical engagement with and integration of the material. Importance and applicability of content to micro, meso and macro level social work practice will be foregrounded.

Course Requirements

Your grade for this course will be based upon the following assignments.

1. Active Learning (10 points)

DUE: Dec 6

The MSW program is a concentrated and 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, and (c) responsible for asking questions, finding information, and challenging yourself to facilitate your learning. Instructor will award half of the active learning points based upon observation and the other half, based upon student’s own individual assessment. Submit Active Learning points (out of 5) with a 2-5 sentence explanation as to why you have earned those points by 12/6, on Canvas.

Expectations:

- 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 through 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 important.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that respects difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class. 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, class and field.
- Degree to which your communication is relevant.
- Evidence that you are present (mind, body, and spirit).
- Attendance: students are expected to attend all classes.
- Arrival on time.
- Adherence to the NASW Code of Ethics (found in Readings for Week 2).

2. Personal Essay and Journaling (10 points)

This assignment has two parts.

(i) Personal Essay (5 points)

DUE: Sept 6

Answer the following questions, in a **750-1000 word** paper. Upload your paper to the personal essay assignment in Canvas.

- Describe someone whose activism has inspired you
- What is your first memory of something that wasn’t fair or just?
- Describe an issue or movement you’re passionately engaged with. What inspired you to get involved?
- How would you describe your vision of social change?
- In what ways professionally do you see yourself bringing about this change?
- What resources (e.g., personal strengths, family/friend/community support) will you draw upon to bring about this change?

- What are your hopes for the course, and do you have any fears or anxieties about it?

Criteria for Evaluation:

- Reflective responses for each of the questions
- Timely completion

(ii) Journal and Journal Analysis Essay (5 points)

DUE: Dec 6

Keep a journal throughout the course, noting findings and explorations. This is for your eyes only, to chart your development. You will get as much out of this as you put in. At the end of the course, write a **750-1000 word** essay highlighting what you have learned in the course, and themes that emerge from your journal. Be specific, including examples. This is an opportunity for you to reflect in depth on what you have learnt, and to identify areas for future development. Upload your essay to the Journal Analysis Essay assignment on Canvas.

Criteria of Evaluation:

- Timely completion of the assignment
- Evidence of self-awareness and ability to reflect on own life journey

3. Canvas Reflections (10 points)

DUE: 3 times (3 dates of your choice), 10pm Thursday

The reflections are your opportunity to use writing to integrate the course readings. Follow these steps:

- Choose three weeks that have material of particular interest to you
- Read the assigned readings for that week and reflect on what you have read
- Write **your** thoughts, opinions, feelings related to the issues raised in the readings
- Include references to current events and news stories that relate to assigned readings
- 500 words each
- Post in the relevant **Discussion** on Canvas, and also upload each to the Canvas Reflections assignment on Canvas.

Criteria for Evaluation:

- Relevance to readings
- Ability to integrate readings with own experience and current events
- Clarity and timely completion of the assignment (late reflections will not be graded)

4. Culture Chest (10 Points)

DUE: Sept 20

Choose a small box for your “culture chest.” Place inside 5 items 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 your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) and/or have treated you based on these social identities.

Please try to be mindful of time while presenting your culture box so others also have an opportunity to do so within a timely manner. As you share each item it is necessary to explain how this relates to a particular social identity.

Criteria for evaluation:

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

5. Novel/Memoir Analysis

(15 points)

DUE: Nov 1

The readings cover many controversial social issues related to diversity, power and oppression that impact the lives of your clients and their respective communities. In this assignment, you are to analyze a novel or memoir using the ideas and materials we have grappled with in class.

- Choose **ONE** of these novels or memoirs, and read it thoroughly. You will need to buy your own copy of one of these: they are available at online and other bookstores (not in the University Co-op).
 - Cleave, C. (2010) *Little Bee*. New York: Simon and Schuster.
 - Scholinski, D. (1998) *The Last Time I Wore a Dress: A Memoir*. New York: Riverhead Books.
 - Danticat, E. (1994/1998) *Breath, Eyes, Memory*. New York: Soho/Vintage.
- Drawing on the themes and ideas we have read and talked about in this course, analyze the novel or memoir. This will involve answering at least some of the following questions:
 - What is the book about? Give a **brief** synopsis, highlighting key pertinent themes.
 - What dynamics of privilege, power and oppression can be seen in the book – at interpersonal (micro), institutional (meso) and national/international (macro) levels?
 - How does structural oppression or privilege affect the lives of the characters? How would you describe their social location or social identity?
 - Which characters contribute to justice-making, and in what ways?
 - Discuss the complexities of relationships
 - Does the book handle the themes well, or do you have any critiques/criticisms of it? Do you think the author's social location matters?
- Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 6th Edition).
- 1400-1600 words
- Include a bibliography of cited scholarship
- Upload to the Novel/Memoir Analysis Assignment on Canvas

Criteria for Evaluation:

- Format (whether you have followed guidelines described above).
- Content (how clear your argument is and supported by evidence; how well you articulate nuance).
- Writing Style (organization, clarity, grammar, punctuation).

6. Group Paper and Presentation (45 Points)

The readings, lectures, videos, and class discussions have touched on many pressing social justice issues. In this assignment, you will choose an issue that you are interested in working together on as a group and construct a project plan for a new initiative or response you would like to see happen. This assignment has two parts:

(i) Paper (25 points)

DUE: Dec 6

The purposes of the paper are to:

- Assist in your integration of the 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, and
- Assist you in seeing past the limited personal problem focus of social work practice and identifying the broader, structural, ecosystemic factors that compromise well-being of individuals, families, and communities.

Excluding the title and reference pages, the length of the paper should be 4000-5000 words. Upload this to the Group project paper

assignment on Canvas. On **October 11**, students are required to upload to the relevant Canvas assignment a one paragraph summary describing the topic of the paper. The paper should include the following sections:

Abstract: Overview of what a reader can expect to be covered in the paper.

Statement of Purpose: Define the problem, including who is impacted and how.

Literature Review: Integrate and summarize the existing literature on this social issue. At a minimum, you must cite at least 10 scholarly articles on the topic. Discuss theory or theories that assist in the understanding of the social justice issue.

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?
- Who is presenting this evidence? Where are they coming from?
- What evidence is being omitted from both argument and counter argument?
- How does this make sense in an ecosystemic context?
- How might this problem be assessed or addressed if it were viewed as a intrapersonal problem?
- How might this problem be assessed and addressed if it were viewed as a structural, societal problem?

Strategic Action Plan: Based upon your critical analysis of the problem, outline a social action plan on a micro, meso and macro level.

Criteria for evaluation:

- Coherent description of the problem.
- Quality of synthesis of relevant literature.
- Quality of critical analysis, including balanced discussion of opposing viewpoints.
- Clarity, viability and creativity of social action plan.

Division of Labor Paragraph

In addition to the paper, please *each* submit one paragraph summarizing the work each person in your group did on the paper. Make clear the role of each person in developing the ideas, searching literature and writing the paper. Upload this paragraph to the division of labor paragraph assignment on Canvas.

(ii) Presentation (20 points)

DUE: Nov 15, Nov 22

The purpose of the presentation is to share with your classmates information that is important for social workers to know about the social justice issue you have analyzed. Use PowerPoint (or equivalent) to create a presentation that explores the issue in a clear, creative and practical way. The presentation should be between 15 and 20 minutes, and 10 minutes will be allocated after each presentation for questions and class discussion. It needs to include the following elements:

- Definition of the social justice issue
- Discussion of existing theory/research, including prominent proponents and opponents.
- Social Action Plan

Provide a one-page (two-sided) handout to accompany your presentation, and bring copies for class and instructor. This should describe the social justice issue, summarize primary scholars who have addressed the issue and provide an annotated the 10 most useful sources related to this issue (include APA style reference with a 2-3 sentence about the article).

Criteria for evaluation:

- Mixture of verbal/non-verbal communication
- Effectiveness of visual presentation in captivating and educating your audience about the social justice issue and how it might be addressed.
- The importance of the journal articles you have chosen to include in your annotated bibliography and the extent to which you have summarized accurately and clearly the key content of the article.
- Keeping to time

Requirements and Support for all Written Assignments

All written assignments must be typed, double-spaced, 12 size font (with the exception of headings) and 1 inch margins. They should be formatted in accordance with the *Publication Manual of the American Psychological Association* (5th ed.). All written submissions should be posted on Canvas by the determined deadline. Please use inclusive language in all assignments, and include a word count at the end of every assignment and a page number on each page. In the event that there is a difficulty experienced in posting electronic assignments on Canvas, students should inform the instructor and submit the written assignment via e-mail to both the instructor and the TA. Students will be required to later post the document on Canvas when the issue with Canvas has been resolved.

If you would like some guidance or support in developing your writing skills, please contact the graduate writing coordinator through the DiNitto Center for Career Services in the School of Social Work: <http://www.utexas.edu/ssw/dccs/students-and-alumni/writing-consultations/>. There is also support available through the Sanger Learning Center: <http://www.utexas.edu/ugs/slc/grad>.

Grading

Course Grades will be assigned according to the cumulative number of points the student has earned on the above assignments. The UT grading scale for graduate students is as follows:

100 – 94.00 = A
93.999 – 90.0 = A-
89.999 – 87.0 = B+
86.999 – 84.0 = B
83.000 – 80.0 = B-
79.999 – 77.0 = C+
76.999 – 74.0 = C
73.999 – 70.0 = C- (Class failed/no credit: 73.999 and below)
69.999 – 67.0 = D+
66.999 – 64.0 = D
63.999 – 60.0 = D-
59.999 and below = F

Work will be assessed on the basis of the following criteria:

Completeness and Thoroughness

How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?

Organization and Clarity

Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?

Referencing

Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discuss of the policy?

Originality and Creativity

Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what other have said about this issue? Has the student suggested points that have not been addressed by others?

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. Class attendance is expected. Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
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.

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 ask that students engage one another with respect and professionalism.

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/>).

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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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.

Electronics in Class

Please turn off and put away your cell phones before class begins, and only use laptops for work directly relating to that class session.

Course Schedule

1. **Introduction: Frameworks and Guidelines** **Aug 30**
2. **Concepts I: Social Context and Social Identity** **Sept 6**

Personal Essay Due

Required Readings

- Adams et al., *Readings*, 1-35.
- NASW Code of Ethics (2005) Available at: www.socialworkers.org/pubs/code/code.asp
- Appleby, G., Colon, E. and Hamilton, J. (eds.) (2001) *Diversity, oppression and social functioning: Person-in-environment assessment and intervention*. Boston: Allyn & Bacon, 17-35.
- Friere, P. (1990) 'A critical understanding of social work', *Journal of Progressive Human Services* 1, 3-9.
- Alexander, K. (2013) 'Career education plan stirs fear of minority "tracking"', *Austin American-Statesman*, March 10.
- Liptak, A. (2013) 'Justices say time may be wrong for gay marriage case', *New York Times*, March 26.
- Santora, M. (2012) 'Woman is charged with murder as a hate crime in a fatal subway push', *New York Times*, December 29.

Optional Readings

- Galambos, C. (2008) 'A Dialogue on Social Justice', *Journal of Social Work Education* 44.2, 1-5.
- Scanlon, E. and Longres, J. (2001) 'Social Work and Social Justice: A Reply to Leroy Pelton', *Journal of Social Work Education* 37.3, 441-444.
- Andersen, M. and Collins, P. (2003) *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth, 71-86.

3. **Concepts II: Power, Privilege, Oppression and Cycle of Socialization** **Sept 13**

Required Readings

- Adams et al., *Readings*, 35-56.
- Batts, V. (2002) 'Is Reconciliation Possible? Lessons from Combating "Modern Racism"', VISIONS Inc.
- Johnson, A. (2006) *Privilege, Power and Difference*. Second edition. New York: McGraw-Hill, 100-104; 108-124.
- Delgado-Romero, E. (2005). 'No Parece: The privilege and prejudice inherent in being a light-skinned Latino without an accent' in S. Anderson and V. Middleton (eds.) *Explorations in privilege, oppression, and diversity*. Canada: Thomson, 119-125.
- Semple, K. (2012) 'Army prosecutor details racial abuse that preceded soldier's suicide', *New York Times*, July 25.
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Optional Readings

- Lum, D. (2011) *Culturally Competent Practice: A framework for understanding diverse groups and justice issues*. Fourth edition. Belmont, CA: Brooks/Cole, 48-82.
- Cipolle, S. (2010) *Service-learning and social justice: Engaging students in social change*. Lanham, MD: Rowman and Littlefield.
- Appleby, G., Colon, E. and Hamilton, J. (eds.) (2001) *Diversity, oppression and social functioning: Person-in-environment assessment and intervention*. Boston: Allyn & Bacon, 36-67.
- Film: Babel

4. **Who am I? Exploring Identity through Culture Chests** **Sept 20**

Culture Chest

Required Readings

- Lum, *Culturally Competent Practice*, 11-12; 16-30; 83-120; 126.
- *UN Declaration of Human Rights*. Available at: <http://www.un.org/en/documents/udhr/>
- Reichert, E. (2011) *Social Work and Human Rights: A Foundation for Policy and Practice*. New York: Columbia University Press, 169-193 (Chapter 7).
- Waller, M. (2001) 'Resilience in Ecosystemic Context: Evolution of the Concept', *American Journal of Orthopsychiatry* 71(3), 290-297.
- Freire, P. (2000) *Pedagogy of the Oppressed*. New York: Bloomsbury, 43-69 (Chapter 1).

Optional Readings

- Film: Rabbit Proof Fence
- Calma, T. (2008) 'The role of social workers as human rights workers with Indigenous People and Communities'. Available at: <http://www.humanrights.gov.au/news/speeches/role-social-workers-human-rights-workers-indigenous-people-and-communities>
- Reichert, E. (2003) 'Viewing Human Rights and Social Work through an International Perspective', *Journal of Intergroup Relations* 30.1, 76-83.
- Krentzman, A. and Townsend, A. (2008) 'Review of multidisciplinary measures of cultural competence for use in social work education', *Journal of Social Work Education* 44(2), 7-31.
- Center for Human Rights at United Nations (1994) 'Human Rights and Social Work'. Available at: http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=2923&category_id=17&category_type=3&group=

6. Race and Racism

Oct 4

Required Readings

- Adams et al., *Readings*, 57-140.
- Marable, M. (2004) 'Globalization and Racialization'. ZNet Classics Series.
- Brady, E. (2013) 'New generation of American Indians challenges Redskins', *USA Today*, May 10.
- Tavernise, S. (2013) 'The Health Toll of Immigration', *New York Times*, May 18.
- Rothenberg, P. (2010) *Race, Class and Gender in the United States*. Eighth Edition. New York: Worth Publishers, 294-296.
- Bronson, P. and Merrman, A. (2009) 'See baby discriminate', *Newsweek*, September 4.
- Sacks, M. and Reilly, R. (2013) 'Supreme Court Affirmative Action Decision', *Huffington Post*, June 24.
- Smith, D. B. (2005) 'Racial and ethnic health disparities and the unfinished civil rights agenda', *Health Affairs* 24(2), 317-324.

Optional Readings

- Films: A Class Apart; La Ciudad
- Jensen, R. 2005. *The Heart of Whiteness* (San Francisco, CA: CityLights), 45-65.
- Novels: Angelou, M. (1984) *I Know Why the Caged Bird Sings*. London: Virago; Walker, A.(1982) *Color Purple*. Orlando, FL: Harcourt.
- D'Angelo, R. and Douglas, H. (2009) *Taking sides: Clashing views in race and ethnicity*. Seventh edition. McGraw-Hill.
- Rothenberg, P. (2010) *Race, Class and Gender in the United States*. Eighth Edition. New York: Worth Publishers.
- West, C. (1994) *Race Matters*.
- Adams-Means, C. (2013) 'Voices from Slavery: The Travis County Narratives', *Austin American-Statesman*, February 10.
- Root, M. (2000), 'How we divide the world', *Philosophy of Science* 67, S628-S639.
- Yee, V. (2013) 'Hispanics wary of Connecticut town's kinder tone', *New York Times*, January 24.
- Reason, R., Scales, T. and Millar, E. (2005) 'Encouraging the development of racial justice allies', *New Directions for Student Services* 110, 55-66.
- Higginbotham, E. and Andersen, M. (2011) *Race and ethnicity in society: The changing landscape*. Belmont, CA: Wadsworth, 7-27; 51-61.

- Wermund, B. (2013) 'Feds coming to Bastrop to probe school bias claims', *Austin American-Statesman*, February 23.
- Beach, P. (2010) 'Black Austinites share stories for UT oral history project', August 14. Available at: <http://www.statesman.com/news/lifestyles/black-austinites-share-stories-for-ut-oral-histo-1/nRw32/>

7. Class and Classism

Oct 11

Group Project One-Paragraph Summary Due

Required Readings

- Adams et al., *Readings*, 141-228
- Krugman, P. (2002), 'The sons also rise', *New York Times*, November 22.
- Edelstein, D. (2013) 'Child poverty rates are especially high in small cities', *The Atlantic Cities*, February 8.
- Staff/Wire Reports (2013) 'New Measure shows record number in poverty in US', *Austin American-Statesman*, November 7.
- Saul, H. (2013) 'Homeless costs shifted', *Wall Street Journal*, March 17.
- Cerojano, T. (2013) 'From a Manila slum emerges a ballerina', *Austin American-Statesman*, January 2.
- Pace, J. and Kuhnenn, G. (2013) 'Obama declares health care law is "here to stay"', *Associated Press*, May 10.
- Shapiro, T., Meschede, T., and Orso, S. (2013) 'The Roots of the Widening Racial Wealth Gap: Explaining the Black-White Economic Divide', Research and Policy Brief, Institute on Assets and Social Policy, Brandeis University, February.

Optional Readings

- Film: *Winter's Bone*
- Have a look at the Occupy Movement website: <http://www.occupytogether.org/>
- Superville, D. (2013) 'Obama, in Texas, pushes middle-class jobs agenda', *Associated Press*, May 9. Available at: <http://bigstory.ap.org/article/obama-open-middle-class-jobs-opportunity-tour>
- Alter, J. 2005. 'The other America: An enduring shame', *Newsweek*, 43-48. Available at: <http://www.thedailybeast.com/newsweek/2005/09/18/the-other-america.html>
- Orleck, A. (2005) *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty*. Boston, MA: Beacon.
- Venkatesh. S. (2008) *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York: Penguin.
- Luo, M. (2010) 'Homeless family numbers soar in sour economy', *Austin American-Statesman*, September 12
- Roberts, S. (2011) 'One in Five New York Residents Living in Poverty,' *New York Times*, September 22. Available at: <http://www.nytimes.com/2011/09/22/nyregion/one-in-five-new-york-city-residents-living-in-poverty.html>
- Eckholm, E. 2010. 'Recession Raises Poverty Rate to a 15-Year High,' *New York Times*. Available at: <http://www.nytimes.com/2010/09/17/us/17poverty.html?pagewanted=all>
- Frank, R. 2010. 'Income inequality: too big to ignore', *New York Times*. Available at: <http://www.nytimes.com/2010/10/17/business/17view.html>
- Kochlar, R., Fry, R. and Taylor, P. (2011). 'Wealth Gaps Rise to Record Highs Between White, Blacks and Hispanics: Executive Summary.' Washington, D.C.: Pew Research Center. Available at: <http://www.pewsocialtrends.org/2011/07/26/wealth-gaps-rise-to-record-highs-between-whites-blacks-hispanics/#executive-summary>

8. Heterosexism and Transgender Oppression

Oct 18

Required Readings

- Adams et al., *Readings*, 373-460.
- Williams, W. (2000), 'Benefits for Nonhomophobic societies: An anthropological perspective', in M. Zinn, P. Hondagneu-Sotelo and M. Messner (eds.) *Gender through the Prism of Difference*. Second edition. Boston: Allyn & Bacon, 509-517.
- Wire Staff (2010) 'Texas school rejects 4-year-old over lesbian parents', *CNN*, August 23.
- Silva, C. (2013) 'Arizona Bill ties restroom use to birth gender', *Associated Press*, March 20.
- Ntaryike, D. (2013) 'Colleagues held over Cameroon gay activist's death', *Associated Press*, July 30.
- Liptak, A. (2013) 'Supreme Court bolsters gay marriage with two major rulings', *New York Times*, June 26.

- Leitsinger, M. (2013) 'Faith-based group starting alternative to Boy Scouts', *NBC News*, July 9.
- Memmott, M. (2013) 'Episcopal Church Oks same-sex blessings', *NPR*, July 11.
- Beacham, G. (2013) 'Gay soccer player Robbie Rogers joins LA Galaxy', *Associated Press*, May 25.

Optional Readings

- Films: *Pariah*, *Two Spirits*, Philadelphia
- Gartrell, N., Deck, A., Rodas, C. et al. (2005) 'The National Lesbian Family Study: 4 Interviews with 10-Year-Old Children', *American Journal of Orthopsychiatry* 75(4), 518-524.
- Fernandez, P. (2013) 'Gay couples rush to be first to wed in Uruguay', *USA Today*, August 5. Available at: <http://www.usatoday.com/story/news/world/2013/08/05/gay-wed-uruguay/2620841/>
- DeKadt, E. (2005) 'Abusing cultural freedom: Coercion in the name of God', *Journal of Human Development* 6(10), 55-74
- Willis, D. (2004) 'Hate Crimes against gay males: An overview', *Issues in Mental Health Nursing* 25, 115-132.
- Aguayo, T. (2007) 'Transsexual official faces firing in Florida', *New York Times*, March 1.
- Evans, N. and Broido, F. (2005) 'Encouraging the development of social justice attitudes and actions in heterosexual students', *New Directions of Student Services* 110, 43-54.
- Oppenheimer, M. (2010) 'A gay Catholic voice against same-sex marriage', *New York Times*, June 5.
- Szymanski, D. (2005) 'Heterosexism and sexism as correlates of psychological distress in lesbians', *Journal of Counseling and Development* 83(3), 355-360.

9. Gender and Sexism

Oct 25

Required Readings

- Adams et al., *Readings*, 317-372
- Slaughter, A-M. (2012) 'Why Women Still Can't Have it All', *Atlantic*, June 13.
- Morello, C., and Keating, D. (2010) 'More US Women Pull Down Big Bucks', *Washington Post*, October 7.
- Willinger, B. and Knight, J. (2012) 'Setting the Stage for Disaster' in E. David and E. Enarson (eds.) *The Women of Katrina: How Gender, Race, and Class Matter in an American Disaster*. Nashville, TN: Vanderbilt University Press, 55-75.
- Kiselica, M. and Woodford, M. (2007) 'Promoting Healthy Male Development: A Social Justice Perspective' in C. Lee (ed.) *Counseling for Social Justice*. Second Edition. Alexandria, VA: American Counseling Association, 111-135.
- Batrawy, A. (2012) 'Mob attacks women at Egypt anti-sex assault rally', *Associated Press/CNS*, June 8.

Optional Readings

- Films: *Precious*, *The Help*, *Salvage the Bones*, *Gloria: In Her Own Words*
- Novels: K. Stockett (2011) *The Help*. New York: Amy Einhorn; M. Attwood (1987) *The Handmaid's Tale*. London: Virago.
- McPhail, B. (2008) 'Re-gendering the social work curriculum: New realities and complexities', *Journal of Social Work Education* 44.2, 33-49.
- Insight (2010) *Lifting as We Climb: Women of Color, Wealth, and America's Future*, 1-28. Available at: <http://www.insightcced.org/uploads/CRWG/LiftingAsWeClimb-WomenWealth-Report-InsightCenter-Spring2010.pdf>
- Ferguson, A. (2010) 'For Afghan families under pressure, some girls will be boys', *Austin American-Statesman*.
- Blood, P., Tuttle, A., and Lakey, G. (1983) 'Understanding and fighting sexism: A call to men' in *From Off their Backs ... and on Our Own Two Feet*. Philadelphia: New Society, 181-187.
- Miller, K., and Dobuzinskis, C. (2012). 'New BLS data confirm unequal access to paid leave among U.S. workers'. Available at: <http://www.iwpr.org/blog/2012/08/16/new-bls-data-confirm-unequal-access-to-paid-leave-among-u-s-workers/>

10. Intersectionality Interlude: Immigration Detention

Nov 1

Novel/Memoir Analysis Due

Required Readings

- Watch Film: *The Visitor* [Instructor will arrange a time to show this, and will also have a copy to be checked out].
- Golash-Boza, T. (2012) *Due Process Denied: Detentions and Deportations in the United States*. New York: Routledge, 10-22.
- ACLU of Georgia (2012) 'Prisoners of Profit: Immigrants and Detention in Georgia - Executive Summary', 12-19.

Optional

- Film: Sin Nombre, Rain in a Dry Land

11. Religion and Religious Oppression

Nov 8

Required Readings

- Adams et al., *Readings*, 229-316.
- Institute of Islamic Information and Education, *The Question of Hijab: Suppression or Liberation?*
- Ghosh, B. (2010) 'Islamophobia: Does America have a Muslim problem?', *Time*, August 30.
- Capuzzo, J. (2008) '4 Youths Arrested in Vandalism at Jewish Cemetery in New Jersey', *New York Times*, January 11.
- Grossman, C. (2012) 'As Protestants decline, those with no religion gain', *USA Today*, October 9.
- Yaccino, S. (2012) 'Thousands gather to mourn six shot dead at Sikh temple', *New York Times*, August 11.
- Babar, Z. (2013) 'Christian protestors, police clash in Pakistan', *Associated Press*, March 10.

Optional Readings

- Schlosser, L. (2003) 'Christian privilege: Breaking a sacred taboo', *Journal of Multicultural Counseling and Development* 31, 44-51.
- King, R. and Weiner, M. (2007) 'Group position, collective threat, and American anti-Semitism', *Social Problems* 54(1), 47-77.
- Herf, J. (2007) 'Comparative perspectives on anti-Semitism, radical anti-Semitism in the Holocaust and American white racism', *Journal of Genocide Research* 9(4), 575-600.
- Horowitz, R. (2010) 'Mosque rhetoric irks some New Yorkers', *Austin American Statesman*, August 21.
- Poynting, S. and Mason, V. (2006) "'Tolerance, freedom, justice and peace'?: Britain, Australia and anti-Muslim racism since 11 September 2001', *Journal of Intercultural Studies* 27(4), 365-391.

12. Ableism

Nov 15

Group Presentations

Required Readings

- Adams et al., *Readings*, 461-534.
- Orlin, M. (1995) 'The Americans with Disabilities Act: Implications for Social Services', *Social Work* 40(2), 233-238
- Weiser, B. (2013) 'Storm plans for disabled are inadequate, US says', *New York Times*, May 10.
- Kirchner, C., Gerber, E. and Smith, B. (2008) 'Designed to deter: Community barriers to physical activity for people with visual or motor impairments', *American Journal of Preventive Medicine* 34(4), 349-352.
- Muller, K. (2013) 'Contractors protest hiring targets for disabled people', *Bloomberg*, July 25.
- Look at <http://www.adapt.org/mfp1> on 'Money Follows the Person' Campaign.
- Watch 'A Marathon Comeback': <http://www.nytimes.com/video/2013/07/07/sports/10000002316583/a-marathon-comeback.html?ref=disabilities>

Optional Readings

- Solis, S. (2006) 'I'm "coming out" as disabled, but I'm "staying in" to rest: Reflecting on elected and imposed segregation', *Equity and Excellence* 39, 146-153.

- Hughes. J. (2008) 'Playgrounds that welcome wheelchairs', *New York Times*, July 6, 1-3.
- Films: *My Left Foot*; *When Billy Broke His Head*
- Barnatt, S. (2007) 'The Implications of Disability Protests for Social Work Practice' in F. Yuen, C. Cohen, K. Tower (eds.), *Disability and Social Work Education: Practice and Policy Issues*. New York and London: Routledge, 195-215.

13. Presentations

Nov 22

Group Presentations

14. Strategies: Vision and the Arts; Policy and Alliance Building

Dec 6

Papers (and Division of Labor Paragraph) Due

Journal Analysis Essay Due

Active Learning Points and Explanation Due

Required Readings

- Adams et al., *Readings*, 589-647.
- Schutz, A. and Sandy, M. (2011) *Collective Action for Social Change: An Introduction to Community Organizing*, 11-30. New York: Palgrave Macmillan.
- Rothenberg, P. (ed.) (2010) *Race, Class and Gender in the United States: An Integrated Study*. Eighth Edition. New York: Worth, 695-703.
- Wilson, N., Dasho, S., Martin, A. C., Wallerstein, N., Wang, C. C., & Minkler, M. (2007) "Engaging Young Adolescents in Social Action Through Photovoice: The Youth Empowerment Strategies (YES!) Project," *The Journal of Early Adolescence* 27(2), 241-261.

Optional Readings

- C. McLean, (ed.) (2011) *Creative Arts in Research for Community and Cultural Change*. Calgary, Alberta: Detselig Enterprises.
- Briodo, E. and Reason, R. (2005) 'The development of social justice attitudes and actions: An overview of current understanding', *New Directions of Student Services* 110, 17-28
- Mullaly, B. (2007) *The New Structural Social Work*. 3rd Edition. Ontario, Canada: OUP, 352-363
- BBC News (2013), 'Cubans march against homophobia in Havana', May 11. Available at: <http://www.bbc.co.uk/news/world-latin-america-22497436>
- hooks, b. (1995) *Killing rage: Ending racism*. New York: Henry Holt, 263-272