

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

Course Number: SW 325	Professor: Susan M. De Luca, Ph.D.
Unique Number: 61805	Semester: SPRING 2017
Class Time: 11:00 AM - 12:30 PM	Class Location: 1.212
Office Hours: Monday & Wednesday 7:45am-9:15am	Office Location: 3.130L
Professor 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 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 3.) Understand the social construction of race and ethnicity, gender, and sexual orientation 4.) Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices 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.

EXPECTATIONS FOR THE SEMSTER

LEARNING METHODS

Teaching involves a partnership between the Professor and the student in a collaborative and passionate commitment to the mutual learning process. This holds the **student as responsible** in terms of the learning process. 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. **All readings must be completed before each class.**

REQUIRED TEXT

Johnson, A. (2005). *Privilege, Power, and Difference (2nd ed.)*. New York, NY: McGraw- Hill.

Coates, Ta-Nehisi. (2015). *Between the World and Me*. New York, NY: Spiegel & Grau.

OPTIONAL TEXT

Strunk, W., & White, E. B. (1999). *The elements of style* (4th ed.). New York: Macmillan.

COURSE REQUIREMENTS

Attendance

You are expected to attend class regularly and participate in an interactive framework between students and professor. Failure to attend class regularly **and** failure to demonstrate comprehension of the readings through class discussion either in the classroom or online will have an impact on the final grade. An attendance sheet will be passed out and collected immediately at the start of class. **Students are allowed 2 unexcused absences.**

Office Hours

Over decades of teaching, I have found that **students overwhelmingly do better in classes when they have met with the professor at least once during the semester**. I strongly encourage students to schedule times to talk throughout the semester to foster dialogue regarding the **mastery of the class material, processing difficult conversations that occurred in class, understanding your progress in class and brainstorming ideas for papers/projects**. Students should come prepared with what they would like to talk about to make best use of our time together.

Use of Media in Class

Cell phones/laptops/tablets are not permitted once class begins.

Active Learning (10 points)

The BSW program is a rigorous program and **requires you to be:**

- a.) **the chair of your education**, understanding that no one can do your learning for you;
- b.) not contributing to external distractions keeping you from the “here and the now”
- c.) **responsible for asking questions, finding information, and challenging yourself** to facilitate your learning. Active learning points are based upon the Professor’s observation.

Book Club

Unique to this class, we will have a “book club” component. Sign-up sheets will be distributed for your specific day of facilitation. Please look at the class calendar to see when you will be responsible for the class discussions. **No less than 24 hours before our class** period, please provide the Professor your groups’ questions (3-4 total) via email for feedback. During your assigned discussion day, please come prepared with your approved questions to pose to the class.

The questions you create should address some issue or concern raised by our book club readings for that week (for example, if our week topic is “poverty” please try to ask questions on that topic). It is also important to get your colleagues engaged, so ask thoughtful questions to get the conversation going. The assigned group will lead the class discussion concerning the issues raised, so it is important that you are all on the same “page” ☺ prior to book club.

Papers and Projects General Requirements for ALL Papers

- 1) All papers (unless otherwise specified on calendar) will be submitted via Canvas by 11:00am on the date specified on this syllabus. Late papers will not be accepted unless there is an emergency cleared by the Professor.
- 2) APA is required for all papers. Please see the APA 6th Edition manual, the Purdue Owl website or the UT Writing Center for any questions. (For example, Times New Roman font, 12 pt., double-spaced, title page, etc.)
- 3) As future social workers and scholars, grammar and organizational structure are critical in relating your message effectively. Again, please contact the UT Writing Center for any questions.
- 4) Apply feedback from Professor and/or TA from previous papers
- 5) Any paper over the page length will be returned.

Critical Analysis & Observation Papers (25 points)

CAOPs are a collection of 5 independent papers that you will write after completing a specified assigned out of class exercise. Each independent paper is worth 5 points, for a total of 25 points. These exercises are **typically** assigned a week in advance in class as they are related to key points based on the week’s lecture.

Individual CAOPs (5 points each)

Each CAOP will be two-pages in length (please see **Papers and Projects General Requirements** in the box above on this page). Papers any longer than 2 pages will be returned. Each CAOP should also follow the rubric below. Individual progress of CAOPs can be discussed in-person during office hours.

CAOP Requirements:

1.0 point	Share your thoughts/experiences directly related to the exercise.
1.5 points	Integrate and cite the class readings, using critical analysis skills to share your thoughts and feelings raised from this experience.
1.5 points	Share how this experience affects your future social work practice (or future career in other field if you are not a social work major) and how it shapes your thinking about the social justice issue.
0.5 points	Use proper grammar including sentence structure, proper use of commas, avoiding contractions, organization of paper and paragraphs, etc.
0.5 points	Use proper APA format including a title page, in-text citations and a reference page.

The purpose of the papers is to clarify your thinking and practice by expressing your views on controversial topics while written in a **scholarly fashion** (grammar, APA, etc.). Meaning, this is not a free-form journal entry.

If you choose not to participate in an out of class assignment, you need to speak to the Professor immediately and in-person regarding your reasoning before the due date. Speaking to the Professor does not negate your responsibility to participate in and write about an out-of-class experience for that week and completed by the assigned due date.

Due Dates:

CAOP individual papers 2/1, 3/8, 3/27, 4/3, 4/12 submit via Canvas no later than 11:00am

Culture Chest (10 points)

Choose a small box for your “culture chest.” (can be a shoe box or anything else you choose)

Place **5 items inside the box (no more, no less)**, these are your “inner identities” that people **might not know about you by just passing by you on the street**. These items represent your social identities (e.g., race, ethnicity, sex, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview or behavior by providing you privilege or lack of resources. 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 (no more no less)** with your “outer identities” that describe how you think others view and treat you based on these social identities (again think of target and agent groups). These are identities that one might just **assume about you by passing you on the street** (e.g. gender identity, ethnicity, ability, religion, social class, age, etc.). As you can see, some of your inner and outer identities might be confusing to some individuals. For example, you might appear to be heterosexual but you identify as bisexual.

Please note, your identities must be related to power and/or oppression, so please detail that in your presentation. Simply saying that you are a student does not inform us how that is related to social justice, oppression and/or power.

You can use objects including but not limited to pictures, drawings, words or phrases to decorate the outside of the box.

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 the same. Going over immediately costs a peer their rightful time to share their own project.

Each person will be **allotted 5 minutes maximum so please practice and time yourself to make sure you achieve this very important requirement. The Professor will time each presentation to make sure students have not gone over the maximum time. Students who go over their 5 minutes will automatically lose 2 points from their final culture chest grade. Therefore, it is important that you practice multiple times before you present in class.**

Criteria for evaluation:

3.5 pts Thoughtful contents inside the culture chest, clear description related to oppression and power, appearance of the box itself

3.5 pts Thoughtful decoration of the outside of the culture chest, clear description related to oppression and power

3 pts Presentation during class, appearance of box, and the usage of your time during the presentation.

Sign Up for Date: 1/23 Due Date: 2/8 & 2/13, depending on your assigned date you chose

<p>Critical Analysis and Social Action Paper (35 Points)</p>

During the semester, readings, lectures, and class discussions will touch upon many pressing social justice issues. Students will select a topic area of interest to them. The length of the paper should be no less than 8 pages and no more than 10 pages (not including the references or the title page). Please see **Papers and Projects General Requirements** in the box on page 4).

The purpose of the paper is to:

- Integrate course content (readings, course lectures & discussions)
- Sharpen your critical analysis skills (i.e. what do YOU think? Where are the gaps?)
- Obtain 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 individuals by identifying and addressing the broader, structural factors that compromise the well-being of individuals, families, communities and the nation/world.

In order to further understand the social justice issue you chose, **you will interview a person who is working on increasing equity on that issue.** For example, you could interview a social worker who serves those living in poverty or a community organizer working to end homelessness in Austin. These interviews will help inform your paper by providing “real world” insight to supplement your scholarly articles.

Your paper should include the following sections, with each section building upon the others (note: many students ask for “how many pages” and I have provided a rough guideline, but it is contingent on individual factors including your writing style). **Please use the following headers to organize your paper.**

- a. **Statement of Purpose:** Define the problem, including who is impacted and how. (roughly 2 -3 sentences)
- b. **Discussion of Research:** Integrate and summarize the existing literature on this social issue. This section can include statistics on the issue, reasons why the issue continues, etc. Note: **This is not the only part of the paper that needs citations.** (roughly 1-2 pages)
- c. **Critical Analysis of the Problem:** Evaluate the credibility of the evidence presented in the discussion of the research by addressing the following critical questions where applicable: What is the evidence that the problem is a cause for societal concern? (e.g. What is its impact?) What are the relevant arguments regarding the topic? (e.g. What are the arguments for or against it? What purpose does it serve?) Who is presenting this evidence? What perspectives are they coming from? Why does this source of oppression continue? Who are the “winners” and “losers”? How have targets and agents been led to believe that this is not a problem? Please pick questions that address your analyses, not all have to be addressed. (roughly 2-3 pages)
- d. **Summary of Interview:** Share what you learned from interviewing the social justice activist. What is this person doing to affect change? What does he, she, zhe believe is needed to further change in this area? (roughly 2 pages)
- e. **Social Action Plan:** Based upon your review of the literature, critical analysis of the problem and your interview, what still needs to be done to make notable change in the micro, mezzo and macro systems the individuals we serve will most benefit. (roughly 2-3 pages)

Criteria for evaluation:

2 points	Clear description of the problem (Does the reader know what the problem is? Why should I care about this issue?)
2 points	Description of the prevalence and impact of the problem (Does the discussion of research give the reader a general knowledge of the issue and its problems? Have you included statistics or other modes of quality information to let you know how “big” of a problem this is?)
4 points	Description of your interview (who is this person, why did you choose this person, what did you learn about the issue and how is this person addressing this social justice issue?)
8 points	Quality of critical analysis, including balanced discussion of opposing viewpoints.
6 points	Quality of the summary of your interview. Did you ask pertinent questions? Did your interview deepen your knowledge of the issue and inform your critical analysis?
10 points	Clarity and viability of social action plan related to the literature, your critical analysis and your interview. (What is missing/what are people not addressing that could make a notable change? NOTE: this is critical to your paper. Do not generalize here with common suggestions of “we

	should create a law” or “more therapy is needed with indivial living in poverty”. I want to see a link from how your literature review, your critical analysis of the problem and your interview has informed your novel ideas for change.
3 points	Adherence to APA style guidelines (title page, citations and reference page) and grammar. Please see Papers and Projects General Requirements in the box on page 4).

Sign Up for Topics: 1/25 Due Date for final paper 5/3

Group Presentation of the Critical Analysis and Social Action Papers (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 (professional dress, conduct and presentation skills). They can present using a digital presentation (Power Point, Prezi, etc.) or other styles. **Presentations will not exceed 20 minutes.**

Please send a copy of your presentation materials to the professor (i.e. slides, handouts, etc.) **at least 2 hours** before your presentation (i.e. no later than 9:00am the day of your presentation).

You will form groups based on the topics you chose for your Social Action Papers. Each group might not have the identical issue, but will be related based on the topics chosen. The presentation should **synthesize and summarize** the information covered in your individual papers Your presentation should include the following sections:

- The social justice issue defined
- Relevant research and what you learned
- Critical analysis of the issue
- Your interviews
- Social action plan(s)

Criteria of Evaluation:

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

Sign Up for Presentation Date: 2/20 Due Dates: 4/17 and 4/19

Photo Essay: Take a Picture (5 points)

We have read and discussed many concepts related to social identities, perception, and reality this semester. We have learned about the social construction of race, class, ability, religion, gender, and sexual orientation, as well as a wide variety of cultural markers. We have also talked about personal value systems and biases and how much our own values influence our thinking about

others. In this assignment, you will be asked to apply what you have learned via your own interpretation of a photograph.

Guidelines for this assignment:

1. Using your phone or a camera take a digital picture of a scene from your day-to-day life (e.g. the west mall, the bus stop, in the convenience store).
2. Use that picture to write a critical analysis that describes the scene in relation to your various social identities and the various social identities **you assume** for the others in the picture. Describe the various roles you imagine being played out, the relationships between people, the places, and activities happening in the picture.
3. Include any insights you have as to how you fit into the scene, who might not be comfortable in the scene, and why.
4. Also include your thoughts about how you would approach the people in the photograph and what you would say to facilitate positive communication and connection.
5. Within the paper, make certain to explore how you believe your values and biases influence your observations.
6. Your paper should be two, double-spaced pages plus another page for your photograph.

Criteria for evaluation:

1.0 pt Description of Scene

1.0 pt How People Fit in Scene

1.0 pt Approaching People in Scene

1.5pts Personal Values and Biases

0.5 pts Writing Quality

Due Date: 2/22

GRADING

Active Learning	10 pts.
Individual CAOPS (5 @ 5pts each)	25 pts.
Culture Chest	10 pts.
Photo Essay: Take a Picture	5 pts.
Social Action Paper	35 pts.
Social Action Group Presentation	15 pts.
Total	100 pts.

GRADING CRITERIA

Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Professor prior to the due date. Grades are not curved in this class. Please read the following descriptions to understand the grading in this class.

Grades will be assigned as follows:

94.00-100 points

A (excellent)

90.00–93.999 points

A- (very good)

To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of **superior** quality.

87.00-89.999 points

B+ (well above average)

84 -86.999 points

B (above average)

80–83.999 points

B- (slightly above avg)

Work earning grades of B+ and B generally **exceeds assignment/performance expectations**; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.999 points

C+ (average)

74.00–76.999 points

C

70.00-73.999 points

C-

Work earning grades of C+, C and C- may **substantially to minimally meet requirements**, have minor to more significant gaps, and lack evidence of in depth thinking and analysis.

67.00-69.999 points

D+ (below average)

64.00-66.999 points

D

60.00-63.999 points

D-

Grades in the D range reflect work that has **important gaps in the assignment** both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0 points or below

F (failing)

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 Professor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. 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.
4. 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.

Attendance, Assignments & Correspondence

It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. **Students anticipating missing class for a legitimate reason (serious illness, family emergency) must notify the Professor in advance by e-mail, just as you would for any job.**

****A note on email** Please allow 24 hours for email response. It is likely that you will receive a response sooner than that. However, in the case that you do not, you are encouraged to re-contact the Professor. I expect students to provide the same email response rate in line with professional conduct expected in the field.**

Electronics in Class

Please turn off and put away your cell phones and laptops before class begins. No electronics are allowed on your desk or on your lap to practice active learning and respect for others, which are essential skills for ethical social work practice.

Mutual Learning

The Professor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Professor. Students are encouraged to request and to provide feedback during office hours, by e-mail, and by appointment if they desire. The Professor will utilize a mid-course evaluation to gain student feedback. **PLEASE schedule office appointments with me if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.**

Use of Canvas in Class

In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. **Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. It is required that students check their email daily.**

Course and Professor 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 regarding 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 Professor 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 and Civility in the Classroom

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at <https://cmhc.utexas.edu/>.

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://deanofstudents.utexas.edu/conduct/>).

Use of Course Materials

The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

Documented Disability Statement

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

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, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title

IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Classroom Confidentiality

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of E-Mail for Official Correspondence to Students

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 for keeping the university informed about a change of 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

Campus Carry Policy

The University’s policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

COURSE SCHEDULE

Date	Discussion Topics	Readings To Be Completed For Discussion	Assignments
Week 1 1/18 (W)	Introductions		
Week 2 1/23 (M)	Power, Privilege & Oppression	Johnson, Ch. 1	Sign-up culture chest (in class)
1/25 (W)		Coates, pp. 1-22	Sign up for Social Action Paper topics (in class) Book Club – Group #1
Week 3 1/30 (M)	Power, Privilege & Oppression	Johnson, Ch. 2	
2/1 (W)		Coates, pp.23-39	CAOP 1 (out of class exercise) Book Club- Group #2
Week 4 2/6 (M)	Definitions, Conceptual Frameworks & Theoretical Perspectives	Johnson Ch. 3	
2/8 (W)	Presentations: Culture Chest		Culture Chest
Week 5 2/13 (M)	Presentations: Culture Chest		Culture Chest
2/15 (W)	Culture, Identity & Social Construction Intersectionality	Coates, pp. 40-60	Book Club- Group #3
Week 6 2/20 (M)	Race & Racism	Johnson, Ch. 4	Sign up group presentation (in class)

2/22 (W)	Gender & Sexism	Johnson, Ch. 5	Photo Essay "Take a Picture" due
Week 7 2/27 (M)	Sexual Orientation, Heterosexism & Transgender Oppression	Johnson, Ch. 6	
3/1 (W)		Coates, pp. 61-84	Book Club- Group #4
Week 8 3/6 (M)	Class & Classism	Johnson, Ch. 7	
3/8 (W)		Coates, pp. 85-108 COAP (out of class exercise)	Book Club- Group #5 CAOP 2
Week 9 3/13	SPRING BREAK		
3/15 (W)	SPRING BREAK		
Week 10 3/20 (M)	Ability & Ableism	Professor will provide on Canvas	
3/22 (W)		Coates, pp. 109-129	Book Club- Group #6
Week 11 3/27 (M)		Johnson, Ch. 8	CAOP 3
3/29 (W)	Religion		
Week 12 4/3 (M)	Age & Ageism		CAOP 4
4/5 (W)	LBJ Visit		Meet outside main doors of LBJ Museum before 9:30am to sign attendance (tour begins at 11:00am

			sharp)
Week 13 4/10 (M)	Individual Group Presentation Mtgs in Class		
4/12 (W)		Coates, pp. 129-152	Book Club- Group #7 COAP 5 (LBJ visit)
Week 14 4/17 (M)	Group project presentations		Presentations
4/19 (W)	Group project presentations		Presentations
Week 15 4/24 (M)	Library/Writing day		
4/26 (W)	Visit Blanton		Meet right outside of the main entrance of the Blanton Museum (north loggia) no later than 10:55am to sign attendance. Our tour will start right at 11am.
Week 16 5/1 (M)	Advocacy		
5/3 (W)	Civil Rights Movement		Social Action Paper Due (hard copy, not on Canvas)