

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

**Course Number: S W 325**

**Unique Number: 61800**

**Semester: SPRING 2017**

**Meeting Time: M/W 9:30 to 11am**

**Meeting Place: SSW 2.116**

**Instructor's Name: Shane Whalley**

**Office Number: SSW 3.104A**

**Cell Phone: 512-917-3565**

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**Office Hours: Mon. 8:30 to 10:30am  
or by appointment**

**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

**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.

**STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course the student will be able to:

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of 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 (PB 14, 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 (PB 15) 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).

The 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 optioned from 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, or create or enhance privilege and power

Objectives 2 and 3

Assignment: Personal statement, class participation, HEB paper, group presentation, thought papers

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Objectives 4

Assignment: Personal statement, thought papers, group presentation, class participation

PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences

Objectives 2

Assignment: Thought papers, group presentation, HEB paper, class participation

PB17 View selves as learners and engage those with whom they work as informants

Objectives 2

Assignment: Thought papers, culture chest, group project, class participation

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: Group project, HEB paper, thought papers

PB19 Advocate for human rights and social and economic justice

Objectives 1 and 5

Assignment: Class participation, group presentation, thought papers

PB20 Engage in practices that advance social and economic justice

Objectives 1 and 5

Assignment: Class participation, group project, final thought paper

## **TEACHING METHODS**

The content of this course has the potential to be emotionally-charged. Guidelines will be established collaboratively by students and the instructor to create a respectful, safe and challenging learning environment. The instructor has the ultimate responsibility to manage differences and conflict that arise in the course. The instructor will incorporate a variety of teaching methods, including readings, lectures, discussions, audiovisual materials, guest speakers, small group activities, experiential learning exercises and student presentations. A variety of populations-at-risk groups will also be used to critically examine a social justice framework, with emphasis on values, diversity, privilege, power and oppression.

## **COURSE POLICIES**

### **1. Participation and Attendance**

Students are expected to attend class sessions regularly, to be on time and to participate in an interactive framework between students and professor. Students are expected to complete the readings PRIOR to class and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Students will be allowed two (2) absences. Attendance will be taken each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the second absence. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. Any student missing more than four classes in total (excused or unexcused) maybe in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in the class are due on the assignments dates and will be counted towards participation grades.

Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

## **2. Late Assignments**

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) percentage points for each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

## **3. Student Achievement**

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

## **4. Student Feedback**

Student feedback is welcome either informally or formally about class room learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

## **5. Assignment Changes**

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

## **6. Cell phone and Laptop Use**

Cell phones and laptops are not permitted in class unless instructor permission is given. Failure to comply with this expectation may result in a grade reduction in class participation grade.

## **REQUIRED TEXTS AND MATERIALS**

Required Texts:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (3rd Ed.). (2013). Readings for diversity and social justice. New York: Routledge.

Johnson, A. (2<sup>nd</sup> Ed.). (2006). Privilege, power, and difference. Boston: McGraw Hill.

Supplemental course materials (worksheets, assignments, resources, articles) will be posted on Canvas.

## ASSIGNMENTS

### 1. Class Attendance and Participation

10 pts

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. Class readings and assignments will require informed classroom participation. Attending the entire class period is expected in order to receive credit for attending class that day. You can miss two classes without losing any point for attendance. Points will be deducted if you miss more than two classes, and/or if you are late coming to class.

### 2. Thought Papers (4 papers/5 pts each)

20 pts.

The Thought Paper is a log of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. Before each paper is due the instructor will send/post “guiding questions.” The Thought Paper content should be driven by these questions. The Thought Paper also provides a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from the course content. They are an opportunity to share with your instructor your questions, frustrations, hopes, fears, satisfactions, and ideas. It is a way for your instructor to find out what you are learning from the readings and from class. When you respond to something in the readings, please be specific. Thought Papers need to be 4 to 5 pages in length using 12-point Times New Roman and submitted as Word documents. Thought Papers are due at the beginning of class. Please make sure that your name, the date, and the Thought Paper number are on your paper. You are required to complete five Thought Papers.

### 3. Personal Statement

10 pts.

To assist you in beginning the course, write a **five page essay** that answers the following questions: 1. Tell me about someone whose activism has inspired you and why? 2. What is your first memory of something that wasn't fair or just? 3. Tell me about an issue or movement you are passionately involved in. What inspired you to get involved? 4. What are your professional goals? 5. When/how did you realize there were people who had more money/wealth than you? When/how did you realize there were people who had less money/wealth than you? 6. What resources (e.g., personal strengths, family/friend support, and community support) will you draw upon to facilitate your success in the class and program? 7. What is your current, personal definition of social justice? 8. How would you describe your vision of social change? How do you see yourself contributing to this vision of social change?

### 4. Culture Chest

10 pts.

- 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.

You will give an eight to ten minute presentation about the objects in and on your box.

**Criteria for evaluation:**

- √ Thoughtful contents inside the culture chest (4 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 (3 points)

**5 HEB Paper**

**20 pts.**

In this assignment, you will be asked to visit three different HEB's and write a paper about the experience. You will be provided with guidelines for which HEB's to visit and a set of questions to answer.

**6 Group Presentation: Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression**

**20 pts.**

For this presentation, students will be assigned to small groups to explore some of the overt and covert ways difference/diversity is played out and negotiated in society. Small groups will focus on how members of one of the groups which might be considered to be a population-at-risk groups negotiates life in light of economic deprivation, social power dynamics and oppression. Small groups will: a) Select a current series of 8-10 news clippings and identify the main theme(s) encountered in the articles relating to social justice, values, diversity, and power. The articles should be collected regularly throughout the semester and groups should be prepared to discuss articles in class throughout the semester. b) Examine why the theme(s) encountered is experienced by members of this group, how many, who in this group isn't affected, why? c) Analyze the impact of discrimination, economic deprivation, and oppression on this population specific to the theme(s) identified, as well as how this population-at-risk is perceived by the broader society; d) Analyze public policy, institutional structure, and/or service delivery factors/approaches discussed in your articles as it affects the group you have selected; e) Examine how group membership influences access to resources needed to ameliorate the theme(s) encountered and the dynamics of such risk factors in relation to society's responsiveness and strategies to redress the issue(s); and, f) Including the above research, present a 30 minute analysis about the role the small group believes the social work profession and individuals should take to intervene to ameliorate the

problem in relation to the selected population-at-risk to impact discrimination and oppression and to promote social and economic justice. g) At the time of the presentation, students will turn in an outline, copies of the articles used, and a summary of the work done by each group member.

### **7 Final Reflection Paper**

**10 pts.**

This paper will give you a chance to reflect on your learning over the semester. Directions and questions for this paper will be handed out later in the semester.

### **Course Grades:**

Attendance and Participation	10 points
Reflection Papers (4 papers/5 point each)	20 points
Personal Statement	10 points
Culture Chest	10 points
HEB paper	20 points
Group Presentation	20 points
Final Reflection Paper	10 points
<b>Total</b>	<b>100 points</b>

### **GRADUATE GRADING SCALE**

94.0 and above A  
90.0 to 93.999 A-  
87.0 to 89.999 B+  
84.0 to 86.999 B  
80.0 to 83.999 B-  
77.0 to 79.999 C+  
74.0 to 76.999 C  
70.0 to 73.999 C-  
67.0 to 69.999 D+  
64.0 to 66.999 D  
60.0 to 63.999 D-  
Below 60.0 F

<b>Date</b>	<b>Topic/Items Due</b>	<b>Readings/Items Due</b>
Jan. 18 Week 1	Introduction/Syllabus Review	
Jan. 23 Week 2	Conceptual Frameworks	<b>Johnson pages iii-40</b>
Jan. 25	Conceptual Frameworks	<b>Johnson pages 41-89</b> <b>Self-reflection due</b>
Jan. 30 Week 3	Conceptual Frameworks	<b>Johnson pages 90-124</b>
Feb. 1	Conceptual Frameworks	<b>Adams pages 1-56</b> <b>Thought Paper #1 due</b>
Feb. 6 Week 4	<b>Culture Chest sharing</b>	
Feb. 8	<b>Culture Chest sharing</b>	
Feb. 13 Week 5	<b>Culture Chest sharing</b>	
Feb. 15	<b>Culture Chest sharing</b>	
Feb. 20 Week 6	Racism	Adams pages 65-139
Feb. 22	Racism (cont.)	
Feb. 27 Week 7	Classism	Adams pages 141-228
March 1	Classism (cont.)	
March 6 Week 8	Religious Oppression	Adams page 229-316
March 8	Religious Oppression (cont.)	<b>Thought Paper #3 due</b>
March 13 Week 9	<b>SPRING BREAK</b>	
March 15	<b>SPRING BREAK</b>	



March 20	Sexism	Adams pages 317-371
Week 10		
March 22	Sexism (cont.)	
March 27	Heterosexism	Adams pages 374-424
Week 11		
March 29	Heterosexism (cont.)	<b>HEB Paper Due</b>
April 3	Cissexism	Adams pages 425-459
Week 12		
April 5	Cissexism (cont.)	
April 10	Ableism	Adams pages 461-534
Week 13		
April 12	Ableism (cont.)	<b>Thought Paper #4 due</b>
April 17	Group Presentations	
Week 14		
April 19	Group Presentations	
April 24	Group Presentations	
Week 15		
April 26	Group Presentations	
May 1	Topic TBA	
Week 16		
May 3	Social Justice Work and the Future: Celebration	<b>Adams pages 589-645</b> <b>Final Thought Paper due</b>

## **SPRING 2017 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.

### **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/>.

### **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 or online at <https://cmhc.utexas.edu/>.

## 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/>).

## 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.

## 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.

## 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.

## 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.

## 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 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>.

## 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.

## 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>.

## 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://operations.utexas.edu/units/csas/bcal.php>.

## 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.