

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

COURSE NUMBER: SW 360K/395K
UNIQUE NUMBER: 61747/62167
SEMESTER: FALL 2011
4 & BY APPT **TA:** ROSE PULLIAM, SW PHD STUDENT
471-9600

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CROSS-DISCIPLINARY GLOBAL PROJECT DEVELOPMENT: U. S. AND ABROAD

I. COURSE DESCRIPTION

COMMUNITY-BASED PROJECT DEVELOPMENT IS AN EFFORT TO CREATE POSITIVE CHANGE TO ENHANCE PEOPLE'S LIVES. YET, THE CURRENT U.S. DISCOURSE ON GLOBAL DEVELOPMENT IS OFTEN LIMITED TO A "LOCATION ABROAD", WHILE OPPORTUNITIES ABOUND FOR LOCAL DEVELOPMENT PROJECTS "IN OUR OWN BACKYARDS". THIS COURSE INTRODUCES STUDENTS TO THE CHALLENGES AND SUCCESSSES OF SUSTAINABLE PROJECT DEVELOPMENT, BOTH LOCALLY AND ABROAD, WITH AN EMPHASIS ON MEANINGFUL COLLABORATION BETWEEN MULTIPLE DISCIPLINES. THROUGH THIS COURSE, STUDENTS WILL ACQUIRE A COMPREHENSIVE UNDERSTANDING OF SIGNIFICANT SOCIAL, POLITICAL AND ECONOMIC PROBLEMS CONFRONTING LOCAL AND GLOBAL COMMUNITIES, AND THE NEED TO CONSIDER THE COMMUNITY'S UNIQUE HISTORY AND SOCIAL-CULTURAL FACTORS IN DEVELOPMENT PROJECT PLANNING. USING A CROSS-DISCIPLINARY APPROACH, STUDENTS WILL PARTICIPATE IN A HANDS-ON IMPLEMENTATION OF A LOCAL COMMUNITY DEVELOPMENT PROJECT DESIGNED TO EMPOWER A MARGINALIZED COMMUNITY THROUGH PUBLIC PRACTICE AND COMMUNITY PARTNERSHIPS. THE COURSE INVOLVES BOTH EXPERIENTIAL AND CLASSROOM LEARNING, WITH A SIGNIFICANT [SERVICE LEARNING COMPONENT](#), A PEDAGOGICAL MODEL THAT INTENTIONALLY INTEGRATES COMMUNITY SERVICE, ACADEMIC LEARNING AND CIVIC LEARNING (WWW.UTEXAS.EDU/PROVOST/ACADEMICSERVICE LEARNING/).

WORKING IN MULTI-DISCIPLINARY TEAMS, STUDENTS WILL PARTICIPATE IN COMMUNITY DEVELOPMENT PROJECTS IN TWO MARGINALIZED COMMUNITIES: EAST AUSTIN, AND MART, TEXAS. AMIDST POCKETS OF GENTRIFICATION, PARTS OF AUSTIN'S EASTSIDE COMMUNITY REMAIN DISADVANTAGED DUE TO SOCIAL AND ECONOMIC ISOLATION AND LACK OF NEEDED RESOURCES. MART, TEXAS IS A RURAL COMMUNITY WITH A HIGH CONCENTRATION OF POVERTY. THE POPULATION IS 2, 415 AND 74% OF THE STUDENTS ARE CONSIDERED ECONOMICALLY DISADVANTAGED. STUDENTS WILL CHOOSE FROM SEVERAL COMMUNITY AND/OR YOUTH DEVELOPMENT PROJECTS TO PURSUE FOR THE SEMESTER PROJECT IN EITHER MART OR AUSTIN.

II. LEARNING OBJECTIVES

BY THE END OF THIS COURSE, STUDENTS WILL DEMONSTRATE:

- 1. ABILITY TO ENGAGE IN COMPLEX GLOBAL ANALYSIS** BASED ON KNOWLEDGE SIGNIFICANT SOCIAL, POLITICAL AND ECONOMIC PROBLEMS CONFRONTING LOCAL AND GLOBAL COMMUNITIES
- 2. COLLABORATIVE COMMUNITY ENGAGEMENT** BY DEVELOPING INNOVATIVE, CULTURALLY-GROUNDED SOLUTIONS IN PARTNERSHIP WITH OTHER DISCIPLINES, MART COMMUNITY MEMBERS, AND ORGANIZATIONS IN CONCERT WITH PEERS.
- 3. APPLICATION OF METHODS, THEORY & RESEARCH** USING CRAFT MODEL OF COMMUNITY ENGAGEMENT TO DESIGN AND IMPLEMENT "BEST PRACTICES" FOR SERVICE LEARNING PROJECT.
- 4. CIVIC IMAGINATION & ACTION** IN BUILDING SUSTAINABLE CHANGE THROUGH THE SERVICE LEARNING PROJECT.
- 5. TRANSFORMATIVE CRITICAL THINKING** THROUGH INTEGRATED SELF-REFLECTION, INTERCULTURAL MATURITY, COMMITMENT TO PUBLIC SERVICE, AND ABILITY TO EFFECTIVELY RELATE TO OTHERS

III. TEACHING METHODS

TEACHING METHODS INVOLVE A COMPREHENSIVE BUT FLEXIBLE APPROACH TO LEARNING IN THE CLASSROOM AND IN THE FIELD. LECTURES, READINGS, IN CLASS AND ONLINE DISCUSSIONS, MEDIA, AND COMMUNITY ENGAGEMENT WILL ALL CONTRIBUTE TO STUDENTS' GROWTH.

IV. REQUIRED TEXT AND READINGS

- 1. KNIGHT, K., SCHWARZMAN, M., & OTHERS (2006).** BEGINNER'S GUIDE TO COMMUNITY-BASED ARTS. NEW VILLAGE PRESS: OAKLAND, CA.
- 2. ON-LINE COURSE PACKET:** READINGS WILL BE POSTED TO BLACKBOARD

V. STUDENT PERFORMANCE EVALUATION

ASSIGNMENT

PERCENT OF GRADE

ACTIVE PARTICIPATION & DEMONSTRATION OF LEARNING (SEE LEARNING RECORD)

GRADING SCALE: 100 - 94 = A/ 93 - 90 = A-/ 89 - 87 = B+/ 86 - 84 = B/ 83 - 80 = B- / 79 - 77 = C+/ 76 - 74 = C/ 73 - 70 = C- / 69 - 67 = D+/ 66 - 64 = D/ 63 - 60 = D- / 59 AND BELOW = F

LEARNING RECORD:

TO TRACK THE PROGRESS OF YOUR LEARNING, WE'LL BE USING THE LEARNING RECORD (LR), A DATA-BASED ASSESSMENT SYSTEM. AT MIDTERM AND AT THE END OF THE COURSE, YOU WILL PREPARE AND SUBMIT AN ASSESSMENT OF YOUR LEARNING AND A PORTFOLIO OF WORK TO SUPPORT IT. YOUR PORTFOLIO WILL INCLUDE A SELECTION OF THE WORK YOU'VE COMPLETED DURING THE SEMESTER; ONGOING OBSERVATIONS ABOUT YOUR LEARNING, AND AN INTERPRETATION OF THE WORK THAT SHOWS YOUR DEVELOPMENT ACROSS FIVE DIMENSIONS OF LEARNING: CONFIDENCE AND INDEPENDENCE, KNOWLEDGE AND UNDERSTANDING, SKILLS AND STRATEGIES, USE OF PRIOR AND EMERGING EXPERIENCE, AND REFLECTION. THIS DEVELOPMENT WILL OCCUR ACROSS THE MAJOR COURSE OBJECTIVES/STRANDS: GLOBAL ANALYSIS, COLLABORATION, METHODS/THEORIES/RESEARCH, CIVIC IMAGINATION/ACTION, & TRANSFORMATION.

USE OF WIKI: THE PROFESSOR USES A WIKI PAGE – A WEB-BASED COURSE MANAGEMENT /COLLECTIVE WORKSPACE THAT SUPPORTS THE LEARNING RECORD. AN ORIENTATION WILL BE GIVEN THE FIRST DAY OF CLASS. 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.

GRADING CRITERIA

- A** REPRESENTS OUTSTANDING PARTICIPATION IN ALL COURSE ACTIVITIES; ALL ASSIGNED WORK COMPLETED, WITH VERY HIGH QUALITY IN ALL WORK PRODUCED FOR THE COURSE. EVIDENCE OF SIGNIFICANT DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING. THE LEARNING RECORD AT THIS LEVEL DEMONSTRATES ACTIVITY THAT GOES SIGNIFICANTLY BEYOND THE REQUIRED COURSE WORK IN ONE OR MORE COURSE STRANDS.
- B** REPRESENTS EXCELLENT PARTICIPATION IN ALL COURSE ACTIVITIES; ALL ASSIGNED WORK COMPLETED, WITH CONSISTENTLY HIGH QUALITY IN COURSE WORK. EVIDENCE OF MARKED DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING.
- C** REPRESENTS GOOD PARTICIPATION IN ALL COURSE ACTIVITIES; **ALL ASSIGNED WORK COMPLETED**, WITH GENERALLY GOOD QUALITY OVERALL IN COURSE WORK. EVIDENCE OF SOME DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING.
- D** REPRESENTS UNEVEN PARTICIPATION IN COURSE ACTIVITIES; SOME GAPS IN ASSIGNED WORK COMPLETED, WITH INCONSISTENT QUALITY IN COURSE WORK. EVIDENCE OF DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING IS PARTIAL OR UNCLEAR.
- F** REPRESENTS MINIMAL PARTICIPATION IN COURSE ACTIVITIES; SERIOUS GAPS IN ASSIGNED WORK COMPLETED, OR VERY LOW QUALITY IN COURSE WORK. EVIDENCE OF DEVELOPMENT IS NOT AVAILABLE.

● **NOTE:** WITHIN GROUPS, INDIVIDUAL GRADES MAY VARY DEPENDING ON PEER EVALUATIONS. IF STUDENTS ARE CONCERNED ABOUT THEIR CLASS PERFORMANCE, THE PROFESSOR IS MORE THAN WILLING TO WORK WITH STUDENTS TO HELP THEM IMPROVE THEIR COURSE GRADES *PRIOR TO THE END OF THE SEMESTER*. FINAL GRADES ASSIGNED ARE NOT NEGOTIABLE. EXCEPT UNDER EXTRAORDINARY CIRCUMSTANCES, THERE WILL BE NO INCOMPLETES IN THIS CLASS.

VI. CLASS POLICIES

- 1. ATTENDANCE:** ATTENDANCE AND PROMPT ARRIVAL TO CLASS IS MANDATORY. INDIVIDUAL EXCEPTIONS MADE ONLY IN THE EVENT OF *PROPERLY DOCUMENTED* EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL, AND PRIOR NOTICE OF REASON FOR ABSENCE AND/OR TARDY. POOR ATTENDANCE/PARTICIPATION WILL IMPACT GRADE. STUDENTS MISSING 5 OR MORE CLASSES WILL AUTOMATICALLY FAIL THE COURSE
- 2. LATE ASSIGNMENTS:** ASSIGNMENTS ARE DUE ON DATE ASSIGNED. THREE POINTS PER DAY WILL BE DEDUCTED FOR LATE ASSIGNMENTS.
- 3. APA FORMAT:** WE WILL USE APA EDITORIAL STYLE AS THE STANDARD FORMAT FOR ALL WRITTEN ASSIGNMENTS. DETAILS OF THE APA STYLE ARE INCLUDED IN THE PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, 6TH EDITION.
- 4. SMALL GROUP WORK:** GROUPS ARE EXPECTED TO RESOLVE CHALLENGES. THE INSTRUCTOR SERVES AS CONSULTANT ON GROUP DYNAMICS AND TEAMWORK. GROUPS ARE NOT PENALIZED IN THEIR GRADE FOR CONSULTING WITH THE INSTRUCTOR.

5. **RESPECT AND CIVILITY:** CROSS-CULTURAL GROUP WORK CAN RAISE EMOTIONAL ISSUES AND USUALLY INVOLVES MODERATE TO HIGH PROCESSING OF SELF AND OTHERS. THE INSTRUCTOR AND CLASSMATES HAVE THE ETHICAL RESPONSIBILITY TO SEE THAT THE CLASS ENVIRONMENT IS MAINTAINED AS A RESPECTFUL AND INVITING PLACE TO GROW TOGETHER AS WE PREPARE TO TRAVEL TO GHANA. WE WILL NOT, NOR SHOULD WE, ALWAYS AGREE WITH ONE ANOTHER. IN THIS ENVIRONMENT WE SHOULD BE EXPOSED TO DIVERSE IDEAS AND OPINIONS, AND SOMETIME WE WILL NOT AGREE WITH THE IDEAS EXPRESSED BY OTHERS. HOWEVER, THE PROFESSOR DOES REQUIRE THAT STUDENTS ENGAGE ONE ANOTHER WITH RESPECT AND PROFESSIONALISM.
6. **TECHNOLOGY AND INFORMATION SHARING:** WE WILL TECHNOLOGY FREQUENTLY IN THIS CLASS. DUE TO THE NATURE OF THE COURSE, YOU WILL BE SHARING YOUR WORK AND REFLECTIONS WITH CLASSMATES AND PEERS. SOME OF YOUR WORK WILL BE ACCESSIBLE ONLINE. BY TAKING THIS COURSE, YOU INDICATE THAT YOU ACCEPT THESE REQUIREMENTS.
7. **COURSE MODIFICATION:** TO ENSURE ACHIEVEMENT FOR COURSE OBJECTIVES, THE PROFESSOR RESERVES THE RIGHT TO MAKE MODIFICATIONS TO ANY PART OF THIS SYLLABUS RELATED TO SCHEDULE AND ASSIGNMENT DUE DATES. SHOULD ANY MODIFICATIONS NE MADE, STUDENTS WILL ME NOTIFIED IN CLASS AND MODIFICATIONS WILL ALSO BE POSTED TO THE WIKI PAGE. STUDENTS SHOULD CHECK THEIR EMAIL AND WIKI FREQUENTLY. NOTE THAT SOME OF THE LINKS TO DOCUMENTS AND VIDEOS ON THE INTERNET MAY CHANGE. DOCUMENTS, NEW LINKS OR ALTERNATE OPTIONS WILL BE PROVIDED.

OTHER 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.

POLICY ON SCHOLASTIC DISHONESTY

STUDENTS WHO VIOLATE UNIVERSITY RULES ON SCHOLASTIC DISHONESTY ARE SUBJECT TO DISCIPLINARY PENALTIES, INCLUDING THE POSSIBILITY OF FAILURE IN THE COURSE AND/OR DISMISSAL FROM THE UNIVERSITY. SINCE SUCH DISHONESTY HARMS THE INDIVIDUAL, ALL STUDENTS, AND THE INTEGRITY OF THE UNIVERSITY, POLICIES ON SCHOLASTIC DISHONESTY WILL BE STRICTLY ENFORCED. FOR FURTHER INFORMATION, THE STUDENT MAY REFER TO THE WEB SITE OF THE STUDENT JUDICIAL SERVICES, OFFICE OF THE DEAN OF STUDENTS ([HTTP://WWW.UTEXAS.EDU/DEPTS/DOS/SJS/](http://www.utexas.edu/depts/dos/sjs/)).

DOCUMENTED DISABILITY STATEMENT

ANY STUDENT WHO REQUIRES SPECIAL ACCOMMODATIONS MUST OBTAIN A LETTER THAT DOCUMENTS THE DISABILITY FROM THE SERVICES FOR STUDENTS WITH DISABILITIES AREA OF THE DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT (471-6259 VOICE OR 471-4641 TTY FOR USERS WHO ARE DEAF OR HARD OF HEARING). PRESENT THE LETTER TO THE PROFESSOR AT THE BEGINNING OF THE SEMESTER SO THAT NEEDED ACCOMMODATIONS CAN BE DISCUSSED. THE STUDENT SHOULD REMIND THE PROFESSOR OF ANY TESTING ACCOMMODATIONS NO LATER THAN FIVE BUSINESS DAYS BEFORE AN EXAM. FOR MORE INFORMATION, VISIT [HTTP://WWW.UTEXAS.EDU/DIVERSITY/DDCE/SSD/](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](http://www.utexas.edu/its/policies/emailnotify.php).

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](http://www.utexas.edu/safety/bcal).

EMERGENCY EVACUATION POLICY

OCCUPANTS OF BUILDINGS ON THE UT AUSTIN CAMPUS ARE REQUIRED TO EVACUATE AND ASSEMBLE OUTSIDE WHEN A FIRE ALARM IS ACTIVATED OR AN ANNOUNCEMENT IS MADE. PLEASE BE AWARE OF THE FOLLOWING POLICIES REGARDING EVACUATION:

- FAMILIARIZE YOURSELF WITH ALL EXIT DOORS OF THE CLASSROOM AND THE BUILDING. REMEMBER THAT THE NEAREST EXIT DOOR MAY NOT BE THE ONE YOU USED WHEN YOU ENTERED THE BUILDING.
- IF YOU REQUIRE ASSISTANCE TO EVACUATE, INFORM THE PROFESSOR IN WRITING DURING THE FIRST WEEK OF CLASS.
- IN THE EVENT OF AN EVACUATION, FOLLOW THE PROFESSOR'S INSTRUCTIONS.
- DO NOT RE-ENTER A BUILDING UNLESS YOU'RE GIVEN INSTRUCTIONS BY THE AUSTIN FIRE DEPARTMENT, THE UT AUSTIN POLICE DEPARTMENT, OR THE FIRE PREVENTION SERVICES OFFICE.

USE OF BLACKBOARD IN CLASS IN THIS CLASS THE PROFESSOR USES BLACKBOARD—A WEB-BASED COURSE MANAGEMENT SYSTEM WITH PASSWORD-PROTECTED ACCESS AT [HTTP://COURSES.UTEXAS.EDU](http://courses.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 BLACKBOARD AT THE ITS HELP DESK BY CALLING 475-9400, MONDAY THROUGH FRIDAY, 8 A.M. TO 6 P.M. PLEASE PLAN ACCORDINGLY.

VII. COURSE SCHEDULE

(NOTE: SCHEDULE MAY BE ADJUSTED TO ACCOMMODATE BEST LEARNING OPPORTUNITIES)

DATE	TOPIC AND READINGS
AUGUST 29	INTRODUCTIONS AND GETTING ACQUAINTED, WIKI & LR TRAINING
SEPTEMBER 5	LABOR DAY HOLIDAY
SEPTEMBER 12	FIELD VISITS --MART, TEXAS AND EAST AUSTIN
SEPTEMBER 19	ACADEMIC SERVICE LEARNING PROJECT, PLANNING & PROCESSING STAGE
SEPTEMBER 26	ACADEMIC SERVICE LEARNING PROJECT, PLANNING & PROCESSING STAGE
OCTOBER 3	<i>PROPOSED PROJECT PRESENTATIONS, 1-PAGE SUMMARY OF PROJECTS DUE</i>
OCTOBER 10-NOV 21	

-----FIELD WORK-----

Nov 28

COURSE WRAP-UP, PRESENTATIONS