

Discrimination, Catastrophe, and Civic Responsibility: Individual Responses to Political, Social, and Physical Emergencies

SYLLABUS AND WEEKLY STUDY GUIDE

Course Number: UGS302
Unique Number: 63185
Semester: Fall 2011
Meeting time: T & Th. 12:30-2:00
School of Social Work

Instructor: Roberta R. Greene, Ph.D.
Office: SWB 3.130C
Office Phone: 232-4168

Office Hrs: Room 2.130
by appointment

Teaching Assistant:

I. Description of the Course:

This course uses narratives of older adults as a vehicle to learn how people can create a more resilient and just society. It presents narrative accounts of the lives of older men and women, focusing on how they overcame critical events such as racial discrimination, natural disasters such as the Katrina hurricane, and the Nazi Holocaust. From these accounts, students will learn how to conduct research on current and historical events that explicate these stories. They will write papers and present oral presentations that critically reflect on their own role in creating a civil society.

II. Course Objectives

Students will:

1. Engage in self-reflection
2. Define and apply the theory and vocabulary of the topic
3. Classify and connect personal events with the larger interpersonal, generational, and societal contexts
4. Appreciate how others have faced discrimination (such as school, housing)
5. Interpret how older adults overcame discrimination
6. Discern the activities/strategies used to overcome discrimination
7. Identify the personal characteristics of people who became activists
8. Describe how political movements are created
9. Predict the factors that make political movements corrupt
10. Plan for a civic improvement

III. Teaching Method

Students will engage in classroom discussions, watch and critique audio tapes and films, read narratives, engage in library searches, write reports, and conduct self-assessments.

IV. Required Text and Readings

Texts

Greene, R. R., Cohen, H. L., Gonzalez, J., & Lee, Y. (2009). *Narratives of Social and Economic Justice*. Washington, DC: NASW Press.

Lee, H. (1960). *To kill a mockingbird*. New York: Harperperennial.

Szpilman, W. (1999). *The pianist*. New York: Picador.

Additional Text Excerpts

Loung, Ung (2000). *First they killed my father*. New York: Harper Perennial.

Dith Pran (1997). *Children of Cambodia's Killing Fields*. New haven: Yale University Press.

Readings

Cohen, H. & Greene, R. R. (2005). Older adults who overcame oppression. *Families in Society*, 87(1), 1-8

Greene, R. R. (in press). Reflections on Hurricane Katrina by Older Adults: Three Cases Studies in Resiliency and Survivorship. *Journal of Human Behavior and the Social Environment*,

Greene, R. R. (2002). Holocaust survivors: A study in resilience. *Journal of Gerontological Social Work*, 37(1), 3-18.

Greene, R. R. et al., (2002). Raising children in an oppressive environment: Voices of resilient adults. In R. R. Greene (Ed.), *Resiliency: An integrated approach to practice, policy, and research* (pp. 241-276). Washington, DC: NASW Press.

Queiro-Tajalli & Campbell, C. (2002). Resilience and violence at the Macrolevel. In R. R. Greene (Ed.), *Resiliency: An integrated approach to practice, policy, and research* (pp. 217-240). Washington, DC: NASW Press.

V. Course Assignments

Date Due	Assignment
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Points

See dates On Calendar Below	Eight (8) In-class writing assignments (Must be completed in class on day assigned).	5 points each (40 total)
October 4 & 6 October 11 Turn in Portfolio See directions below	Conduct personal research to create your portfolio of experiences related to civic responsibility (10 points). You will present your portfolio on November 30th (required).	15 points
October 26 & 28 November 3 Turn in paper See directions below	Conduct research on issues related to genocide.	15 points
November 15 & 17 See directions below	Make a final group presentation on survivorship and civic responsibility making use of class readings.	20 points
November 30 December 1	Share portfolio Take written exam	10 points

VI. Course Policies

Attendance is required and students are expected to take responsibility for informing the instructor prior to class of emergency absences. Doctor's notes are expected in case illnesses. Only two absences will be allowed. More than this will result in a 5 point reduction in the final grade. Students are also expected to come to class prepared and to participate actively and courteously in class discussion.

This class will maintain a course site on Blackboard. Students can access the class page

by internet at [http:// courses.utexas.edu](http://courses.utexas.edu) or UT Direct. Announcements and course documents will be available on line. Students will be expected to maintain a current e-mail address. Students without a personal computer can use the Learning Resource Center at the School of Social Work, or other campus facilities. Please inform the instructor, if there are special circumstances or restricted information needs.

Assignments received late (and not contracted with the instructor beforehand) will have 5 points deducted for each date the assignment is late.

Written assignments should be submitted in APA style, as included in the Publication Manual of the American Psychological Association, 5th edition. Manuals are on reserve in the LRC.

Students are expected to conform to the rules of scholastic honesty as outlined in the General Information Bulletin of the University of Texas-Austin. Students and the instructor will also be expected to behave ethically. Students should also notify instructors regarding any safety concerns.

Students who have special needs or challenges should let the instructor know if they may hinder class performance. Students with documented physical or cognitive needs for academic accommodation should contact the Services for Students with Disabilities, Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY) as soon as possible.

Students are expected to attend to possible changes in dates of assignments (based on class consensus), and to obtain notes when out on emergencies. Opportunities to provide opinions about class assignments and organization will be provided.

VII. Course Calendar

Week	Topic	Reading/Film	Class Activity
Module I: Personal Week 1 August 25, 2010	Introduction: Making the Personal Political	Watch the film Pleasantville	Watch the film Pleasantville.
Week 2 August 30 September 1	Finish and critique Pleasantville Becoming familiar with my Glossary	Read chapters 1 , 2, 3 Text Glossary Optional Reading: Greene, R. R. et al., (2002). Raising children in an oppressive environment: Voices of resilient adults. In R. R. Greene (Ed.), <i>Resiliency: An integrated approach to practice, policy, and research</i> (pp. 241-276). Washington, DC: NASW Press.	<ul style="list-style-type: none"> • 8-30 Critique Pleasantville • 9-1 Testing out on terms and definitions
Week 3 September 6 & 8	Connecting	Watch the video of Dr. Gus Swain	<ul style="list-style-type: none"> • 9-8 Write a paper on the

	<p>Personal Competence with Interpersonal, Community, and Societal Change</p> <p>Learning about Narrative levels:</p>	<p>Read Chapter 4 Text</p> <p>Optional reading: Cohen, H. & Greene, R. R. (2005). Older adults who overcame oppression. <i>Families in Society</i>, 87(1), 1-8</p>	<p>narrative levels as discussed by Dr. Gus Swain</p>
<p>Module II: School Inequalities</p> <p>Week 4 September 13 & 15</p>	<p>Facing school and housing discrimination</p>	<p>Listen to the audiotape of Quakertown descendents</p> <p>Read chapter 5 & 8 Text</p>	<ul style="list-style-type: none"> 9-13 Write a reflection paper on the Quakertown experience
<p>Module III: Professional Achievement</p> <p>Week 5 September 20 & September 22</p>	<p>Overcoming Discrimination Through Education</p>	<p>Watch the video of Dr. O'Neil</p> <p>Read Chapter 6</p> <p>Watch the video of Dr. Garcia</p> <p>Chapter 7</p>	<ul style="list-style-type: none"> 9-20 Write a reflection paper on Dr. O'Neil 9-22 Write a reflection paper on Dr. Garza
<p>Module IV: Institutional Change</p> <p>Week 6 September 27</p> <p>SEPTEMBER 29 NO CLASS Rosh Hashanah</p>	<p>Confronting an Unjust Institutional System</p>	<p>List to the audio of Joan Geiger</p> <p>Read chapter 9</p> <p>Learning how to put together my personal portfolio</p>	<ul style="list-style-type: none"> 9-27 Write a critique of Joan Geiger
<p>PERSONAL RESEARCH WEEK 7</p> <p>October 4 & 6</p>	<p>CLASS MEETS AT THE LIBRARY ON THE 4TH Michelet Ostrow is the contact.</p>		<p>Complete your personal portfolio</p>
<p>Module V Natural Disasters</p> <p>Week 8</p>	<p>Implementing Mutual Aid to Overcome natural Disasters</p>	<p>Read: Greene, R. R. (2008). Reflections on Hurricane Katrina by Older Adults: Three Case Studies in Resiliency and</p>	<p>10-11 Turn in Portfolio</p>

October 11 October 13	**Meet with your group IN CLASS	Survivorship. <i>Journal of Human Behavior and the Social Environment</i> , 16(4), 57-74	
Module VI: National & International Examples of Political Activism Week 9 October 18& 20	Creating Political Movements to Improve Civil Society	Read: Queiro-Tajalli & Campbell, C. (2002). Resilience and violence at the Macrolevel. In R. R. Greene (Ed.), <i>Resiliency: An integrated approach to practice, policy, and research</i> (pp. 217-240). Washington, DC: NASW Press. Read the Transcript of Sister Pearl Caesar Chapter 10	<ul style="list-style-type: none"> Write a critique of Sister Pearl.
POLITICAL RESEARCH WEEK WEEK 10 October 25 & 28	CLASS MEETS IN THE LIBRARY on the 25th. Michele Ostrow is the contact.		
Module VII Learning from other's Experiences Week 11 November 1 November 3	A VISIT FROM YOUK CHHANG		11-3 Turn in your review of genocide issues
Week 12 November 8 & 10	Understanding how the unthinkable can happen	Watch the film "Paper Clips" Read: Greene, R. R. (2002). Holocaust survivors: A study in resilience. <i>Journal of</i>	Write a critique of

		<i>Gerontological Social Work</i> , 37(1), 3–18.	“Paper Clips”
Week 13 November 15	Panel presentation-- book movie review and critique	Lee, H. (1960). <i>To kill a mockingbird</i> . New York: Harperperennial.	
November 17		Szpilman, W. (1999). <i>The pianist</i> . New York: Picador.	
Week 14 November 22	Review for final exam		
Thanksgiving			
Week 15 Nov 30 &	Sharing portfolios		► Interview a classmate about portfolio
December 1	FINAL EXAM		
FINAL EXAM WEEK	No class		

SEE DESCRIPTION OF ASSIGNMENTS BELOW.

PANEL PRESENTATION

1. By Week 8 of class, all class members will read:

Lee, H. (1960). *To kill a mockingbird*. New York: Harperperennial.

Szpilman, W. (1999). *The pianist*. New York: Picador.

Films of these books are also available in the School of Social Work Learning Center.

2. The class will divide into two groups with each group presenting on one of the books.
3. You are given Week 8 Thursday, October 14 to meet with your group in our classroom. These required meetings will allow you to assign among yourselves “who will do what” on the panel and to rehearse.
4. During Week 12, the class will watch portions of the movie *The Pianist* on

November 9. On November 11 the panel will present. ALL PANEL MEMBERS ARE REQUIRED TO ATTEND TO RECEIVE A PASSING GRADE.

5. During Week 13, the class will watch portions of the movie To Kill a Mockingbird on November 16. On November 18 the panel will present. ALL PANEL MEMBERS ARE REQUIRED TO ATTEND TO RECEIVE A PASSING GRADE.
6. A Panel presentation consists of the following topics:
 - Examples of the four levels of narrative seen in the film or read in the book.
 - A discussion of how the chief character(s) were both personal and political.
 - A presentation of 2-3 historical events needed to understand the film/book.
 - An example of present day application of the story.

**PANEL PRESENTATION
INSTRUCTOR
EVALUATION Form**

1. Students appear to have read the book and can discuss issues.

low1 2 3 4 5 high

2. The class divided into a well working that knew “who will do what” on the panel and had rehearsed.

low1 2 3 4 5 high

3. ALL PANEL MEMBERS ATTENDED AND PARTICIPATED.

low1 2 3 4 5 high

4. The Panel presentation consisted of the necessary topics:

▶ Examples of the four levels of narrative seen in the film or read in the book.

▶ A discussion of how the chief character(s) were both personal and political.

low1 2 3 4 5 high

▶ A presentation of 2-3 historical events needed to understand the film/book.

low1 2 3 4 5 high

▶ An example of present day application of the story.

low1 2 3 4 5 high

1.) Societal Connections. These should be put together in a binder and turned in at the end of the semester. Here are various forms to complete about yourself, your neighborhood, and society.

I. Self-Introspection

Name _____

Date _____

1. Birthplace & Year
2. Number in our household
3. Did I notice differences between people?

4. How would I describe my ethnicity or background?

5. How accepting was I of others who were different?

6. What would I say about our economic well-being or difficulties?

7. How would you describe your high school? Was it diverse? Did you engage in civic projects?

II. Neighborhood Evaluation

Rate the neighborhood where you grew up from 1 to 5 on the following items:

1. My neighborhood was diverse.

Low1 2 3 4 5high

2. My neighbors respected different cultures.

Low1 2 3 4 5high

3. My neighborhood had public transportation.

Low1 2 3 4 5high

4. My neighborhood provided good parks, libraries, and other public facilities.

Low1 2 3 4 5high

5. My neighborhood has good public schools.

Low1 2 3 4 5high

6. My neighborhood had enough jobs and economic opportunities.

Low1 2 3 4 5high

7. My neighborhood had a stable economy.

Low1 2 3 4 5high

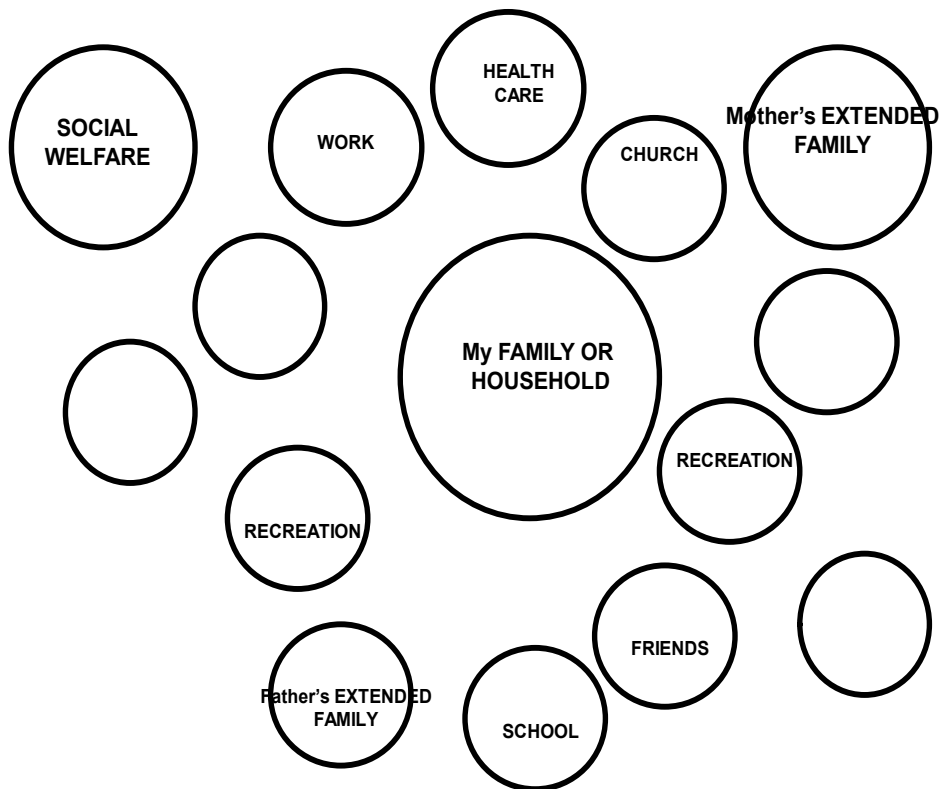
USE YOUR DAY AT THE LIBRARY TO LEARN ABOUT THE DEMOGRAPHICS OF YOUR NEIGHBORHOOD. PROVIDE A PARAGRAPH ABOUT EACH EVALUATION QUESTION ABOVE THAT GIVES THE FACTS THAT SUPPORT YOUR CONTENTION. For example, what ethnic/racial groups lived there? Percentages?

III. Societal Connections

You and your family of origin interacted with various societal institutions. You had 1. A strong connection; 2. A tenuous connection; or 3. A stressful connection with each. Draw a line to represent that connection.

Instruction

1. A solid or thick line = important or strong connection
2. A dotted line = tenuous connection
3. A jagged line = Stressful or conflict-laden connection



A sample ecomap.

From Hartman, A. (1978). Diagrammatic assessment of family relationships. *Social Casework*, 59, 465-476.

Portfolio Evaluation

1. I would rate my Portfolio?

Low1 2 3 4 5 high

2. What did you learn from doing your portfolio? Write a short paragraph below.

Signature Class UGS 302
Discrimination, Catastrophe, and Civic Responsibility:
Individual Responses to Political, Social, and Physical
Emergencies
RESEARCH ON GENOCIDE

Please consider the following sample questions as you prepare to act as panelist who ask questions of your guests during the semester.

1. What is genocide?
2. Compare the similarities and differences between Germany and the Democratic Kampuchea of Pol Pot. Include how the government controlled the daily life of their own people through mass atrocities and genocide.* Genocide education in Cambodia Ministry of Education.

3. COMMON STUDENT QUESTIONS TO ANSWER ABOUT THE NAZI HOLOCAUST

- [How could Hitler make the Holocaust happen by himself?](#)
- [Why didn't they all leave?](#)
- [Why wasn't there more resistance?](#)
- [How did they know who was Jewish?](#)
- [What happened if you disobeyed an order to participate?](#)
- [Wasn't one of Hitler's relatives Jewish?](#)
- [Why were the Jews singled out for extermination?](#)
- [What did the United States know and do?](#) *U.S Holocaust Memorial Museum