

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course/Unique Number: UGS 302 / U# 63700	Office Number: SSW 3.130K
Semester: Fall 2011	Office Phone: 471-6266
Meeting Time/Place: Mon. 9:00-12:00/MAIN 220A	Office Hours: Thurs 2:00-3:30 & by appt TA: SSW 3.108A, Tues 10-11:30 & by appt
Instructor: Professor Yolanda C. Padilla, PhD, LMSW-AP, ypadilla@austin.utexas.edu	
Teaching Assistant: Jen Scott, MSSW, MIA, jenscott@utexas.edu	

Signature Course

HOW TO CHANGE THE WORLD (UGS)

FLAG: *Writing Component*

Signature Courses are an important part of becoming a successful college student at UT. Signature courses are designed to introduce UT undergraduates to academic discussion and analysis of issues of contemporary real-world importance from an interdisciplinary perspective. Signature Courses help guide students to become better writers, speakers, and problem solvers and assist them in using the research methods and critical thinking skills that are necessary to perform well in all other courses. Information Literacy is an important component of signature courses, specifically instruction in basic research and information evaluation skills. The learning experience extends beyond the classroom to include the use of the unique gems and resources – museums, archives, lectures – of the University of Texas at Austin. We will attend the University Lecture Series and visit the LBJ Museum as part of our learning experience.

This course carries the Writing flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

I. Course Description

In the spirit of the motto of the University, “What starts here changes the world,” the aim of this course is to challenge students to become advocates for the causes they care about – to view themselves as active agents of social change. We will explore such questions as: Do we have a moral responsibility to speak up when we see unfairness? How can we help give voice to people who are victims of oppression and social injustice? The premise of this course is that the basis for individual action toward social change is critical awareness. We will read and reflect upon the stories and visions of individuals who have made a difference and begin to imagine the kind of world we want to create.

II. Required Readings

What Every Student Should Know About Preparing Effective Oral Presentations by Martin R. Cox (Boston: Allyn & Bacon, 2010).

Style: Lessons in Clarity and Grace (10th Ed.) by Joseph M. Williams (New York: Pearson Longman: 2007).

Other required readings are listed in the Course Schedule below are available on Blackboard.

III. Course Requirements

(a) Engagement in class discussion and activities, occasional quizzes on readings (including attendance at University Lecture Series)	15%
(b) Four essays (15% each), including peer reviews, drafts, sharing with class DUE: See Course Schedule	60%
(c) Information literacy assignment Group research project; reading selection and leading of class discussion DUE: One assigned group per week, Oct 10 through Nov 21	25%
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	100%

Attendance and participation. No penalty for the first unexcused absence; after that each absence costs three points from the final grade average on a scale of 100. Students will be expected to make at least one substantive comment each class period.

A. Engagement in Class Discussion and Activities, Quizzes

Discussions will have two basic components. Each student will have the opportunity to comment about an aspect of the readings or other learning experiences (such as visits to museums) that will be part of the class that is important to him or her. This could mean talking about what part of the readings or other activities most impact or resonate with you. It could mean taking issue with some aspect of the readings/material. I will assume that everyone has completed the readings and is prepared to respond. So, come to class each week prepared to speak coherently about the readings. I will act as discussion leader, and sometimes will provide informative notes, discussion questions/prompts, and lecture material to supplement class readings and discussion.

At the end of the semester I will judge your overall contribution to class discussion. This portion of your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree constructively; (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; and (g) ability to use Socratic questioning (see http://changingminds.org/techniques/questioning/socratic_questions.htm).

Short quizzes will be given throughout the semester. Quizzes will cover general content in the readings. If you do the readings, you will be able to do well on the quizzes

B. Essays, Reflections, and other Writing Assignments

I have designed the class so that it provides ample opportunities for you to engage in the material that we are learning. While you do the work, I will help you engage in critical thinking and writing by asking you to write short in-class or out-of-class essays, notes from the readings and other class activities (visit to a museums), including your personal reactions and reflections. For some essays, I will ask you to write an initial draft for my review as well as for peer review and to re-write it based on those reviews.

C. Information Literacy Assignment

(1) Group Research Project

(a) Research project and oral presentation: Students will be divided into groups of three. Each group will prepare a research paper and oral presentation on contemporary national or international social action efforts toward a cause, such as educational equity, poverty eradication, gay rights, criminal justice system reform, or political freedom.

The core parts of presentation and report are as follows:

1. Description of a contemporary social problem
2. Overview and history of efforts that have been used to confront the social problem
3. Identification of one activist who has lead the cause: personal background, philosophy of social change, social action strategies

Each of the three students will be responsible for writing one of the parts of the report (4-5 pages) and giving a 5-minute oral presentation on it. All three parts must flow together to form a coherent report that includes an introductory and concluding paragraph. It must be obvious that all group members worked together on the report. Each section must address the topic in depth and must incorporate at least 6-8 library sources.

(b) Selection of reading to assign to class and leading of class discussion. The group will select an *interesting and informative* reading about the area of social change that your research project is covering in order to engage the class in discussion. It can be an article or chapter. For example, if you are doing educational equity, you could provide the class with a piece from the Teach for America magazine, *One Day*. The reading will be uploaded to Bb and will be required. The full class will be expected to come prepared to discuss the reading.

(2) Individual Assignment: Argumentation Essay and Brief Oral Presentation

In the final essay of the semester, students will advocate for the cause addressed in the group research project. The research gathered for the project will serve as the basis for the essay.

Groups are required to see the Instructor or Teaching Assistant four weeks prior to assigned date to discuss proposed Research Project, and two weeks prior to obtain approval and submit their reading selection.

* Some of the teaching strategies used in this course are drawn from *Stirring Up Justice: Reading and Writing to Change the World*, by Jessica Singer (Heinemann, 2006).

IV. Course Schedule

Subject to change to meet student learning needs and to accommodate speakers and other class activities.

Date	Class theme and activity	Readings
Aug 29 [1]	<p><i>What does “changing the world” mean to you?</i></p> <p>Introduction to the course</p>	<p><i>Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce, Key Findings</i> (New York: The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management, 2006).</p>
Sept 5 [2]	<p>Labor Day NO CLASS MEETING TODAY</p>	
<p>Sept 12 [3]</p> <p>~~~~~ <u>Move to</u> PCL 1.124 10:45- 11:45</p>	<p><i>“Who am I?” How the roles we have been socialized to play influence how we engage in the issues of our world</i></p> <p>DUE: ESSAY 1 ~~~~~</p> <p>Information Literacy Workshop PCL Library (We’ll meet in our regular classroom for the first part of class and then walk over to the PCL.)</p>	<p>The Cycle of Socialization, by Bobbie Harro in <i>Readings for Diversity and Social Justice</i>, Maurianne Adams et.al., Ed. (NY: Routledge, 2000).</p> <p><i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i>, by Able Louise Young, Ed. (Providence RI: Next Generation Press).</p> <p>Select <u>three</u> of the following essays:</p> <ol style="list-style-type: none"> 1. Will the Tortoise Win the Race? by Eric Green 2. Daniel’s Letter, by Daniel Omar Araniz 3. Why I Won’t Graduate, by John Wood 4. A Coach’s Word, by James Slusser 5. The Healing Heart, by Bessie Jones 6. The Case for Race, by Candace Coleman
<p>Sept 13 7 pm</p>	<p><u>University Lecture Series</u> “Research that Changes the World” at the <i>Bass Concert Hall</i></p>	
Sept 19 [4]	<p><i>“Public discussion of the great issues of life and virtue is a necessary part of any valuable human life.” (Socrates, 469 BCE–399 BCE) – An examined life: Martin Luther King, Jr.</i></p>	<p>Statement from Alabama Clergymen, April 12, 1963. [Published in local newspaper urging blacks to withdraw from racial demonstration.]</p> <p>Letter From Birmingham Jail, April 16, 1963, Martin Luther King, Jr. [In response to Statement from Alabama Clergymen] <u>Annotated</u>.</p>

<p>Sept 26 [5]</p> <p>9:30- 11:30 LBJ Museum</p>	<p><i>A vision for a more just society: US President Lyndon B. Johnson and the Great Society</i></p> <p>Meet at Museum: Tour of the LBJ Library and Museum Exhibit ~ America: 1908-1973</p>	<p>Lyndon B. Johnson’s Speech Before Congress on Voting Rights, March 15, 1965. Video and transcript.</p> <p>Seeing is Believing: The Enduring Legacy of Lyndon Johnson, address by Joseph A. Califano, Jr., Washington, DC, May 19, 2008.</p>
<p>Oct 3 [6]</p>	<p><i>“What, if anything, is your ideology?” Organizer Saul Alinsky and questioning the world around us</i></p> <p>DUE: ESSAY 2 ~ Textual Analysis</p>	<p>Introduction to Vintage Edition, by Saul D. Alinsky in <i>Reveille for Radicals</i> (NY: Random House, 1969).</p>
<p>Oct 10 [7]</p>	<p><i>Knowledge is not enough – cultivating the capacity for mindful reflection, the ability to <u>really</u> see and to become actively engaged</i></p>	<p>Mindful Virtue, Mindful Reverence, by Ursula Goodenough and Paul Woodruff in <i>Zygon: Journal of Religion & Science</i> (2001, 36:4, 585-595).</p> <p>Introduction: Why Americans Fear the Wrong Things, by Barry Glassner in <i>The Culture of Fear</i> (NY: Basic Books, 1999).</p> <p>Student Reading Selection, Group 1:</p> <hr/>
<p>Oct 17 [8]</p>	<p><i>Facilitating dialogues through performance and art as a way to change the world: Monologues on LGBTQ Oppression</i></p> <p>Peers for Pride and Shane Whalley, MSSW, Education Coordinator, UT Gender and Sexuality Center</p>	<p>Reading TBA</p> <p>Student Reading Selection, Group 2:</p> <hr/>
<p>Oct 24 [9]</p>	<p>Students are required to meet with TA to discuss course progress (plan on 10-15 minute meeting. Come with questions. Location/schedule TBA. NO CLASS MEETING TODAY</p>	

<p>Oct 31 [10]</p>	<p><i>A transformational career plan: Expanding from a traditional narrow focus to a broader social change focus: What would it look like?</i></p>	<p>An Appeal to the Young (1880), by Peter Kropotkin, in <i>The Communist Manifesto and Other Revolutionary Writings</i> by Bob Blaisdell, Ed. (Mineola, NY: Dover Publications, Inc.)</p> <p>Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action, by Benita E. Cohen and Linda Feutter in <i>Journal of Advanced Nursing</i> (2007, 60:1, pp. 96-107).</p> <p>Student Reading Selection, Group 3:</p> <hr/>
<p>Nov 7 [11]</p>	<p><i>Final reflections on becoming agents of social change in our world</i></p> <p>DUE: ESSAY 3 ~ Comparative Analysis</p>	<p>The Cycle of Liberation, by Bobbie Harro, in <i>Readings for Diversity and Social Justice</i>, by Maurianne Adams et.al., Ed. (NY: Routledge, 2000).</p> <p>Developing a Liberatory Consciousness, in <i>Readings for Diversity and Social Justice</i>, by Maurianne Adams et. al., Ed (NY: Routledge, 2000).</p> <p>Student Reading Selection, Group 4:</p> <hr/>
<p>Nov 14 [12]</p>	<p><i>A transformational career plan (cont.)</i></p>	<p>Student Reading Selection, Group 5:</p> <hr/>
<p>Nov 21 [13]</p>	<p><i>Advocacy and argumentation in the public arena</i></p> <p>Due: Student Argumentation Essay and Oral Presentation</p>	<p>Advocacy and Argumentation in the Public Arena, by Vicki Lens in <i>Social Work</i> (2005, 50:3, pages 231-238).</p> <p>Student Reading Selection, Group 6:</p> <hr/>
<p>Nov 28 [14]</p> <p>Last class day</p>	<p><i>Advocacy and argumentation in the public arena (cont.)</i></p> <p>DUE: ESSAY 4 ~ Argumentation Oral Presentation of Essay</p> <p>Wrap up and Course Evaluations</p>	

V. Classroom and University Policies

Classroom Policies

Use of Blackboard in Class

This course uses Blackboard, a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and other course-related work. You will be responsible for checking the Blackboard course site regularly for class work and announcements. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400 during hours of operation. Please plan accordingly.

Classroom Etiquette

Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class and computers turned off (except when used for classroom purpose with professor authorization). Students who use gizmos for non-class related activities will be marked absent and asked to leave for the remainder of that class.

Late Work

All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Assignments will be penalized 5 points for each calendar day late. Presentations cannot be re-scheduled. Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW LRC).

Style Manual and Proper Credit

The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work. It provides guidelines for formatting papers and referencing sources. To avoid plagiarism, you must correctly cite your sources when using words or ideas that are not your own. When you use exact quotes, use quotation marks and cite the source. Give credit as well when using someone else's ideas, even if you reword the idea.

Writing Center

I encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222 (<http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. Open from 9 a.m. to 7 p.m. Monday-Thursday and from 9 a.m. to 3 p.m. on Friday.

University Notices and Policies

University Grading Policy

100 - 94 = A	89 - 87 = B+	79 - 77 = C+	69 - 67 = D+	59 and below = F
93 - 90 = A-	86 - 84 = B	76 - 74 = C	66 - 64 = D	
	83 - 80 = B-	73 - 70 = C-	63 - 60 = D-	

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Academic 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/>).

Documented Disability Statement

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

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.