

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

COURSE NUMBER: SW 360K/395K
UNIQUE NUMBER: 62562/63001
SEMESTER: SPRING 2011
3-4 OR BY APPT TA: PAULA GERSTENBLATT, 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 FOR LOCAL DEVELOPMENT PROJECTS ABOUND. THIS COURSE INTRODUCES STUDENTS TO THE CHALLENGES AND SUCCESSES 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/](http://WWW.UTEXAS.EDU/PROVOST/ACADEMICSERVICE%20LEARNING/)).

WORKING IN MULTI-DISCIPLINARY TEAMS, STUDENTS WILL PARTICIPATE IN A DEMONSTRATION PROJECT IN MART, TEXAS TO GAIN SKILLS IN DEVELOPING INNOVATIVE RESPONSES TO THE NEEDS OF A SPECIFIC COMMUNITY. MART, TEXAS IS A RURAL COMMUNITY WITH A HIGH CONCENTRATION OF POVERTY. THE POPULATION IS 2, 415, WITH AN ESTIMATED MEDIAN HOUSEHOLD INCOME OF \$32,000 AND DISTRICT WIDE, 74% OF THE STUDENTS ARE CONSIDERED ECONOMICALLY DISADVANTAGED. AN INNOVATIVE PROJECT, *(RE)BUILDING MEMORY: THE MART BLACK HISTORY PROJECT*, WAS INITIATED BY MART RESIDENTS AND FUNDED BY TEXAS HUMANITIES IN 2009 TO DOCUMENT THE OVERLOOKED BLACK HISTORY OF MART, TEXAS. *(RE)BUILDING MEMORY* HAS EVOLVED INTO A WIDER COMMUNITY-BUILDING EFFORT INVOLVING BAYLOR UNIVERSITY, THE UNIVERSITY OF TEXAS, MART ISD, AND MART RESIDENTS YEARNING FOR CHANGE.

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 READINGS: READINGS WILL BE POSTED TO BLACKBOARD AND AVAILABLE IN LRC

V. STUDENT PERFORMANCE EVALUATION

<u>ASSIGNMENT</u>	<u>PERCENT OF GRADE</u>
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.

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.

● **ALL ASSIGNED WORK**, INCLUDING INFORMAL WRITING, PROPOSALS, ROUGH DRAFTS, FINISHED PROJECTS, PEER CRITIQUES, THE REQUIRED 2 OBSERVATIONS WEEK), THE MIDTERM LR AND FINAL LR **MUST BE COMPLETED AND SUBMITTED IN A TIMELY FASHION TO RECEIVE A C IN THIS COURSE**

● **SUCCESSFUL ASSESSMENT** REQUIRES DILIGENT TRACKING OF YOUR LEARNING THROUGHOUT THE COURSE. **EACH WEEK YOU MUST ADD AT LEAST 2 OBSERVATIONS** TO YOUR LR. YOU MAY KEEP OBSERVATIONS IN A PAPER JOURNAL, BUT THEY **MUST BE UPLOADED TO THE LR ONCE A WEEK** TO ENSURE THAT THEY ARE DATED PROPERLY.

● **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.

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 UGS 119 GHANA: PRE-DEPARTURE SEMINAR

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

DATE	TOPIC AND READINGS
JAN 18	INTRODUCTIONS AND GETTING ACQUAINTED
JAN 25	ACADEMIC SERVICE LEARNING PROJECT, FORM GROUPS
FEB 1	FIELD VISIT TO MART, TEXAS
FEB 8	ACADEMIC SERVICE LEARNING PROJECT, PLANNING & PROCESSING STAGE
FEB 15	ACADEMIC SERVICE LEARNING PROJECT, PLANNING & PROCESSING STAGE
FEB 22	<i>PROPOSED PROJECT PRESENTATIONS, 1-PAGE SUMMARY OF PROJECTS DUE</i>
MAR 1	
MAR 8	TRAVEL TO MART OR IN –CLASS GROUP WORK
-----SPRING BREAK-----	
MAR 15-20	
MAR 15	TRAVEL TO MART OR IN –CLASS GROUP WORK
MARCH 22	TRAVEL TO MART OR IN –CLASS GROUP WORK

MARCH 29 TRAVEL TO MART OR IN –CLASS GROUP WORK

APRIL 5 TRAVEL TO MART OR IN –CLASS GROUP WORK

APRIL 12 TRAVEL TO MART OR IN –CLASS GROUP WORK

APRIL 19 TRAVEL TO MART OR IN –CLASS GROUP WORK

APRIL 26 PROJECT PRESENTATIONS

MAY 3 COURSE WRAP-UP/TRIP TO MART