

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

Foundations of Social Justice: Values, Diversity, Power & Oppression

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I. 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 practice; 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.

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.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Critique and apply social justice approaches to influence assessment, planning, access of resources, intervention, and research.
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.
3. Understand the social construction of race and ethnicity, gender, and sexual orientation.
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices.
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.

EPAS Competencies

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

III. TEACHING METHODS

The class is taught using a flipped model of teaching or a form of blended learning where students learn content partially online through analyzing readings and articles, watching videos and completing exercises. Students will be expected to complete approximately half of the course content online using material posted on Canvas and approximately half the course material in class. The majority of weeks, the class will meet in person one time. Students will need to have access to a computer with reliable internet connection to complete this course.

IV. REQUIRED TEXTS AND MATERIALS

Adams, M. (2018). *Readings for diversity and social justice* (4th ed.). New York: Routledge.

Johnson, A. G. (2017). *Privilege, power, and difference* (3rd ed.). Boston, MA: McGraw-Hill.

Additional readings will be posted to Canvas.

V. COURSE REQUIREMENTS

Assignments for this course are as follows:

Culture Chest (10 points)

In this assignment students will be presenting their “inner” and “outer” cultural identities. Students can choose to do this assignment by putting symbols of their “inner” identity in a box and decorating the outside of their boxes with symbols of their “outer” identities. Students must then present their culture chest to share with peers. Presentations may be no more than 2.5 minutes. Due Date: **September 24 and 26, 2018**

A separate assignment sheet will be provided.

Group Reading Reflections (22 points)

Students will use these reflections to integrate the course readings into their learning and ask questions regarding the reading content. Students will be placed into groups of no more than four and expected to work together on their reflections. Students will be given the first 25 minutes of class for their reflections. Reflections are worth 2 points each.

To complete this assignment, students should follow these steps:

- Read the assigned readings for the week.
- Review the assignment sheet for the reading reflection.
- Reflect on what was read with your group members.
- Use the specified format on the assignment sheet for your group’s reflection.

Reading Reflections will occur in class on: 9/5, 9/12, 9/19, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14, 11/28

Weekly Discussion Questions (18 points)

Each week, students will be required to watch videos and other materials and complete exercises related to the topic of that week. In order to integrate what is learned for that week, students will be required to complete a discussion question in Canvas. The discussion question will be posted in Canvas at least one week in advance. Students should use critical thinking skills in answering the question. Students should also provide a response to, at minimum, one of their peer’s answer(s) in the Discussion Board in Canvas. Each Discussion Board Answer and Response will be worth a maximum of 1.5 point for a total of 18 points.

Weekly Discussion Questions and Responses are due by 11:00am on: 9/5, 9/12, 9/19, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14, 11/19, 11/28

Op-Ed Assignment (12 points)

As proponents of social justice, knowing how to write a persuasive and engaging op-ed is an important skill to have. Students will be expected to write a draft op-ed regarding one of the

social justice issues from the course. The issue or topic will be selected by the student. A draft of this paper will be due on **October 17, 2018**. The instructor will then provide feedback to the student and a final op-ed with revisions will be due on **November 7, 2018**. The draft version of this assignment is worth 3 points and the final is worth 9 points. Any student who submits and has their final op-ed published in a newspaper will receive 2 extra points on their final grade.

A separate assignment sheet will be posted on Canvas.

Presentation of Op-Ed Topic (10 points)

Students should be able to make a verbal, persuasive argument for a social justice issue. Students will be expected to present the issue that was discussed in the Op-Ed assignment. The presentation should be no longer than 2.5 minutes. Students are encouraged to use creativity in development of their presentations. Powerpoint, photos, videos, music and other methods of communication may be used in student presentations. The presentation must contain suggested actions the viewer can engage in to impact change around the presented issue.

Presentation Dates: **December 3 and 5, 2018**

A separate assignment sheet will be posted on Canvas.

Comprehensive Final (25 points)

Students will complete a comprehensive final exam that will be worth 25 points. The exam questions will be given the week of November 19, 2018 and due on December 10, 2018.

A separate assignment sheet will be posted on Canvas.

End of Semester Reflection (3 points)

Students will be required to write a reflection at the end of the semester regarding their experiences and personal and professional growth with this course. Questions will be distributed to students two weeks prior to the due date for this assignment. The reflection will be due on **December 5, 2018**. *A separate assignment sheet will be provided.*

VI. GRADING

Grades will be assigned according to the cumulative number of points the student has earned on the required assignments. Grading rubrics will be posted on Canvas for each assignment.

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

VII. CLASS POLICIES

Course requirements will consist of thoughtful engagement with course lectures, videos and readings, discussion board postings, a book review assignment, and work on a social issue and action project with a group of peers.

All written assignment submissions must be submitted by 5:00pm on the due date. Assignment grades will be lowered by .5 points for each day they are late. Students should communicate with the instructor regarding late assignments.

Course requirements and their contribution to the final grade are summarized below.

VIII. 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.

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 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.

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/sjs/>).

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.

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. For more information, visit: <http://diversity.utexas.edu/disability/>.

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.

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>.

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.

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.

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

<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 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://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 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.

IX. COURSE SCHEDULE

Date	Topic	Due	Readings
August 29	Meeting in Class Introductions Syllabus		
September 5	Meeting in Class Power, Privilege and Oppression	Group Reading Reflection Discussion Questions	Johnson, Chapters 1 and 2 Adams, "Five Faces of Oppression"
September 10	Online		

September 12	Meeting in Class Definitions, Conceptual Frameworks and Theoretical Perspectives	Group Reading Reflection Discussion Questions	Johnson, Chapter 3 Adams, “Theoretical Foundations”
September 17	Online		
September 19	Meeting in Class Culture, Identity and Social Construction Intersectionality	Group Reading Reflection Discussion Questions	Johnson, Chapter 4 Adams, “The Cycle of Socialization,” “The Social Construction of Difference” and “The Social Construction of Disability” “A Primer on Intersectionality” (Canvas)
September 24	Meeting in Class Culture Chest Presentations	Culture Chest Presentations	
September 26	Meeting in Class Culture Chest Presentations	Culture Chest Presentations	
October 1	Online		
October 3	Meeting in Class Race and Racism	Group Reading Reflection Discussion Questions	Johnson, Chapter 5 Adams, “Defining Racism....” and “Symbolic Racism....” “Black Lives Matter and the Civil Rights Movement...” (Canvas)

October 8	Online		
October 10	Meeting in Class Immigration	Group Reading Reflection Discussion Questions	Adams, “The Rise of the U.S. Immigration Policing Regime” “History of Racism and Immigration Timeline,” “The Real History of American Immigration,” “By separating immigrant families, we’ve caused irreparable harm” and “Disrupting young lives” (Canvas)
October 15	Online		
October 17	Meeting in Class Gender and Sexism	Group Reading Reflection Discussion Questions Op-Ed Draft	Johnson, Chapter 6 Adams, “Night to His Day,” “Feminism,” “Women’s Pay,” ”Violence Against Women is a Men’s Issue” “The Silence Breakers” (Canvas)
October 22	Online		
October 24	Meeting in Class Sexual Orientation, Heterosexism and Transgender Oppression	Group Reading Reflection Discussion Questions	Johnson, Chapter 7 Adams, Sections 6 and 7, Introductions, “How Homophobia Hurts Everyone,” “Mutilating Gender,” “Cisgender Privilege,” and “Calling all Restroom Revolutionaries.”
October 29	Online		
October 31	Meeting in Class Class and Classism	Group Reading Reflection Discussion Questions	Johnson, Chapter 8

			Adams, "Class in America-2006," "Classified," "Classism From Our Mouths"
November 5	Online		
November 7	Meeting in Class Religion	Group Reading Reflection Discussion Questions Op-Ed Final	Adams, Section 4, Introduction, "Christian Privilege and the Promotion of.....," "Creating Identity-Safe Spaces on College Campuses..." "Anti-atheist sentiment..." "Supreme Court Ruling in Muslim Travel Ban..." and "The Travel Ban's..." (Canvas)
November 12	Online		
November 14	Meeting in Class Ability and Ableism	Group Reading Reflection Discussion Questions	Adams, Section 8, Introduction and "Struggle for Freedom" and "Aging with Disabilities" "Person First and Identity First Language..."(Canvas)
November 19	Online Finding Your Voice Empowerment	Discussion Questions	Adams, "The Personal is Political" and "What can We Do?"
November 26	Online		
November 28	Meeting in Class The Criminal Justice System Working for Change	Group Reading Reflection Discussion Questions	Johnson, Chapter 9 Adams, "The Cycle of Liberation," "Allies" and "Bridging Differences through Dialogue" "Say Her Name" (Canvas)

December 3	Meeting in Class Op-Ed Presentations	Op-Ed Presentations	
December 5	Meeting in Class Op-Ed Presentations	Op-Ed Presentations End of Semester Reflection	
December 10	No Class Meeting	Comprehensive Exam	

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