

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course/Unique Number: UGS 302 / U# 63600

Office Number: SSW 3.130K

Semester: Fall 2012

Office Phone: 471-6266

Meeting Time/Place: Wed. 9:00-12:00/MAIN 220B

Office Hours: Wed. 2:00-3:30 & by appt

Instructor: Professor Yolanda C. Padilla, PhD, LMSW-AP, ypadilla@austin.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, performances – of the University of Texas at Austin.

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 view themselves as active agents of social change. We will explore such questions as: What influences how we engage in the issues of our world? Is knowledge enough? How can we make our own career transformational? The premise of this course is that the basis for individual action toward social change is critical awareness, both on an intellectual and personal level. 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

Reference books for writing and oral presentations

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).

Readings in order of assignment date (available on Blackboard)

The Cycle of Socialization, by Bobbie Harro in *Readings for Diversity and Social Justice*, Maurianne Adams et.al., Ed. (NY: Routledge, 2000).

Hip Deep: Opinion, Essays, and Vision from American Teenagers, by Able Louise Young, Ed. (Providence RI: Next Generation Press, 2006). Selected essays: Will the Tortoise Win the Race?, Eric Green; Daniel's Letter, Daniel Omar Araniz; A Coach's Word, James Slusser; The Healing Heart, Bessie Jones; The Case for Race, Candace Coleman.

Paul Farmer, A Man Who Would Cure the World (Biography), *Academy of Achievement* (1996-2012, <http://www.achievement.org/autodoc/pagegen/index.html>).

Never Again? Reflections on Human Rights and Human Values, in *Partner to the Poor: A Paul Farmer Reader*, by Paul Farmer (University of California Press, 2010).

Artists and Social Change, by Curtis Carter, *Philosophy Faculty Research Publications* 1-1-2009 (Marquette University 3-Publications@Marquette).

Principles for Interpreting Art in *Interpreting Art: Reflecting, Wondering, and Responding*, by Terry Barrett (New York: McGraw-Hill, 2003).

Introduction to Vintage Edition, by Saul D. Alinsky in *Reveille for Radicals* (NY: Random House, 1969).

Statement from Alabama Clergymen, *New York Times*, April 12, 1963. [Article urging blacks to withdraw from racial demonstration.]

Letter From Birmingham Jail, April 16, 1963, Martin Luther King, Jr. [In response to Statement from Alabama Clergymen]

Books as Bombs: Why the Women's Movement Needed *The Feminine Mystique*, by Louis Menand, *The New Yorker* (January 24, 2011).

The Feminist Movement in the 20th Century: Introduction. *Feminism in Literature: A Gale Critical Companion*, edited by Jessica Bomarito and Jeffrey W. Hunter (Detroit: Gale, 2005, 345-346, *Gale Virtual Reference Library*, Web. 20 Aug. 2012).

Yes, we're queer: LGBTQ youth speak out, by Anna Blackshaw (Indyweek.com, May 2, 2012).

Developing a Liberatory Consciousness, in *Readings for Diversity and Social Justice*, by Maurianne Adams et. al., Ed (NY: Routledge, 2000).

An Appeal to the Young (1880), by Peter Kropotkin, in *The Communist Manifesto and Other Revolutionary Writings*, edited by Bob Blaisdell (Mineola, NY: Dover Publications, Inc.).

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 *Journal of Advanced Nursing* (2007, 60:1, pp. 96-107).

Advocacy and Argumentation in the Public Arena, by Vicki Lens in *Social Work* (2005, 50:3, pages 231-238).

III. Course Requirements

(a) Engagement in class discussion/Notes from readings (including attendance at the <i>University Lecture Series</i> and other events)	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 in the second half of semester	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 and Notes from Readings

To be ready for class discussion, please bring a sheet of paper with key points from the readings. Each student will have the opportunity to comment about an aspect of the readings or other learning experiences (such as visits to museums) 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 other material to build on 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).

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. Engagement in critical thinking will take place through essay-writing,

reflections on class activities, and oral presentations. An essential aspect of improving writing is revising. Therefore, I will accept revised essays within two weeks of the day I return them to you. All UGS students are encouraged to seek help from the Undergraduate Writing Center (see Section V), and I support it.

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 poverty eradication, gay rights, criminal justice system reform, environmental justice, and so on.

The core parts of presentation and report are as follows:

1. Description of the social problem
2. Overview and history of a range of different efforts used to confront the social problem
3. Biography of a person who has made a difference in solving the social problem, someone the group finds inspiring: personal background and story, 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. Sections 1 and 2 must incorporate at least 6-8 library sources; Section 3 must be based on a book-length biography/autobiography or memoir (An example is Tracy Kidder's *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*).

(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 two weeks prior to assigned date to discuss proposed Research Project and 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 (Wednesdays, 9-12 am)

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

Date	Class theme and activity	Readings	Due today
Aug 29	Introduction to the course and brainstorming on research project		
Sept 5	<p>“Who am I?” How the roles we have been socialized to play influence how we engage in the issues of our world</p> <p>Select Research Group Project topics and Complete Research Project Worksheet *Bring your laptop if you have one.</p>	<p>“The Cycle of Socialization,” <i>Readings for Diversity and Social Justice</i></p> <p><i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i> selected essays:</p> <ul style="list-style-type: none"> o Will the Tortoise Win in the Race? o Daniel’s Letter o A Coach’s Word, o The Healing Heart o The Case for Race 	ESSAY 1 ~ Response

<p>OR</p> <p>Sept 17 (Monday), 7-8 pm Sept 18 (Tuesday), 7-8 pm Bass Concert Hall</p>	<p>University Lecture Series * SELECT ONE *</p> <p>“Research that Changes the World” “Election 2012: History, Rhetoric, Politics”</p>
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Sept 12	<p><i>Ethical Dilemmas and Inequality</i></p> <p>Film: <i>Unnatural Causes: Is Inequality Making Us Sick</i></p>	<p>“Paul Farmer, A Man Who Would Cure the World” (Brief biography)</p> <p>“Never Again? Reflections on Human Rights and Human Values”</p>	
Sept 19 10:00 am	<p><i>Messages about social change in art</i></p> <p>UT Blanton Museum of Art Tour (Today’s class will be held at the Blanton. Meet at the front doors at about 9:45 am)</p>	<p>“Artists and Social Change”</p> <p>“Principles for Interpreting Art”</p>	

Sept 26 9-10:15	Writing work Essay 2 - Peer Review (What are the elements of good writing?) ~~~~~ Information Literacy Workshop		ESSAY 2 ~ Art Analysis (2 copies)
PCL 1.339 10:30 am			
Oct 3	“What, if anything, is your ideology?” <i>Organizer Saul Alinsky on questioning the world around us</i> Workshop: How to Prepare Oral Presentations	Introduction to <i>Reveille for Radicals</i> by Saul D. Alinsky <i>How to Prepare Effective Oral Presentations</i>	<u>Group 1: Plan & article*</u>
Sept 12	<i>An examined life: Martin Luther King, Jr.</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) Workshop: How to Write with Clarity & Grace	“Statement from Alabama Clergymen,” April 12, 1963. “Letter From Birmingham Jail,” April 16, 1963, Martin Luther King, Jr. <i>Lessons in Clarity and Grace</i>	<u>Group 2: Plan & article*</u>
Oct 17	<i>Can a book change the world?</i>	“Books as Bombs: Why the Women’s Movement Needed <i>The Feminine Mystique</i> ” Brief Background: “The Feminist Movement in the 20th Century” Student Reading Selection, Group 1: _____	Group 1 Research Presentation <u>Group 3: Plan & article*</u> Come prepared to tell us about a book that has challenged the way you look at the world
Oct 24	<i>Listen to my story—attending to the stories of “those whose cares are our concern”</i> <u>Peers for Pride</u> (UT student peer facilitators) will perform monologues about sexual orientation and gender identity	“Yes, we’re queer: LGBTQ youth speak out” Student Reading Selection, Group 2: _____	Group 2 Research Presentation <u>Group 4: Plan & article*</u>

Oct 31	<i>A transformational career plan: Expanding from a traditional narrow focus to a broader social change focus—What would it look like?</i>	“Developing a Liberatory Consciousness” “An Appeal to the Young (1880)” “Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action”	Group 3 Research Presentation <i>Group 5: Plan & article*</i> Outline for ESSAY 3 ~ Comparative Analysis (2 copies)
Nov 7	<i>A transformational career plan (cont.)</i> Essay 3 - Peer Review	Student Reading Selection, Group 3: _____ Student Reading Selection, Group 4: _____ Student Reading Selection, Group 5: _____	Group 4 Research Presentation ESSAY 3 ~ Comparative Analysis
Nov 14		Student Reading Selection, Group 5: _____	Group 5 Research Presentation <i>Group 6: Plan & article*</i>

Nov 14 (Wednesday), 8 pm
Bass Concert Hall

A night out at the Texas Performing Arts Center
An Evening with Frank Rich and Fran Lebowitz, State of the Union Conversation

Nov 21	NO CLASS IN LIEU of NOV 14 Bass Concert Hall Performance		
Nov 28	<i>Advocacy in the public arena</i> Group work on Essay 4	Student Reading Selection, Group 6: _____	Group 6 Research Presentation
Dec 5 <i>Last class</i>	<i>Advocacy in the public arena (cont.)</i> Wrap up and Course Evaluations	“Advocacy and Argumentation in the Public Arena”	ESSAY 4 & ORAL PRES. ~ Argumentation

* Each Research Group will meet with me at least 2 weeks in advance to provide me with a detailed overview of the material they plan to present to the class and to give me their proposed class reading.

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 Sch of Soc Wk, 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.