

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

Course Number: AAS 335/SW 360K
Unique #: 35500 / 61240
Semester: Spring 2018
Class time: Monday 3-6pm
Class location: PAR 210

Instructor: Sona Shah
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Office hours: Thu 1-4pm or by appt

Bridging Community Through Service-Learning

COURSE DESCRIPTION

This course is an academic service-learning course in which students will critically examine Asian American contemporary issues and trends and how community-based organizations respond. We will explore questions on who is considered Asian American and why; how do Asian Americans organize around social, economic and environmental issues; and what does Asian American self-empowerment look like. We will do this through structured course meetings, readings by Asian American studies scholars, practitioners, and activists, group discussions, films, guest speakers, field trips, and getting real world experience working on a community service project. Students will participate in a service-learning project under the supervision of the instructor and community-based organization staff. A primary focus of the course will be to examine the relationship between service learner, community and the community organization through a social justice lens.

COURSE OBJECTIVES.

- Gain knowledge of Asian American community formations, with a focus on Austin.
- Understand and interrogate pressing social justice issues and trends in Asian America.
- Explore community organizations and understand the work they do.
- Participate in a service-learning project for the community.
- Develop a social justice framework and how to apply this perspective in community work.
- Build relevant skills in being an effective and engaged community member and social change agent.
- Learn from and work with other students to build a community within the class.

COURSE FLAGS

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.

This course carries the **Ethics and Leadership flag**. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

For more information on flagged courses, visit: <http://www.utexas.edu/ugs/flags>

MAJORING OR MINORING IN ASIAN AMERICAN STUDIES

Asian American Studies is an interdisciplinary approach to the social, cultural, and political study of people living in the Americas of Asian descent. Topics include, but are not limited to, studies of immigration, diaspora, law and legislation, community formation, and civil rights. Asian American Studies not only offers insight into Asian American experiences, but into the experience of all communities who have experienced immigration and acculturation in America.

A major or minor in Asian American Studies offers students excellent preparation for many careers, such as teaching, law, public policy, education, social work, labor organizing, journalism, public health, etc. For more information on UT's Asian American Studies Program, visit <http://liberalarts.utexas.edu/aas/>, or speak with me.

TEXT

All readings will be posted on Canvas. Students are responsible for retrieving, printing them and having them available in class for discussion.

Suggested Reading: Kaufman, Cynthia. 2016. *Ideas for Action: Relevant Theory for Radical Change, 2nd Edition*. PM Press.

COURSE GRADING

Requirements	% of Final Grade
Attendance & Class Participation	20%
Reflection Papers (4)	30%
Service-Learning Project	25%
Community Organization Presentation	10%
End of Semester Analysis Paper	15%

GUIDELINES

Attendance & Class Participation (20%): Students are expected to **attend ALL class meetings**. Please be respectful of your classmates and the professor by arriving on time. If you will be late to or absent, you should notify the professor in advance. Unexcused class absences will adversely affect your grades in attendance/participation. This course is designed as discussion-based, peer-learning course. **Active participation is required**. This means consistently asking and answering questions, and listening attentively and respectfully to your

classmates and the instructor. This also means keeping up with class readings, assignments and coming to class prepared to engage in these materials. Pop quizzes may be given during the semester as a measure of student preparedness.

Reflection Papers (30%): Students will complete four reflection papers over the semester, responding to prompts/questions based on readings, personal self-reflection, and service-learning experience. Papers need to be 2-3 pages, double-spaced, Times New Roman 12-point font, 1” margins, and submitted on Canvas. Reflection papers should avoid general statements, but instead incorporate readings, observations from service-learning projects, and student’s independent research and inquiry to support argument to the question posed. These papers will provide a space for students to process and reflect on their understanding and analysis of Asian American communities and issues, community organizations and service learning projects. Reflection paper topics and questions will be posted on Canvas with due dates.

Service-Learning Projects (25%): Service-learning is a teaching and learning strategy that integrates meaningful community service with class instruction and reflection to enrich students’ learning experience, teach civic responsibility, and strengthen communities. In this course, students will participate in service-learning projects that will benefit a community organization and the community it serves. The following organizations have agreed to work with students in this class for their service-learning projects: City of Austin Asian American Resource Center and Asian Family Support Services of Austin. More details will be discussed during the community organizations class visits about the scope of the service-learning projects and project timelines. Students will be graded on their active participation, work outcomes, self-evaluations and evaluation self, peers, instructor, and community organization.

Community Organization Presentation (10%): Students will research an Asian American community organization of their choosing. The instructor will provide a list of organizations to choose from. Presentations should include but is not limited to the organization’s mission, history and purpose. The purpose of this activity is to explore the diversity of Asian American organizing and community work being done. Detailed instructions will be provided by third class week.

End of Semester Analysis Paper (15%): Students will write an analysis paper responding to a prompt that will pose questions reflecting on the overall course, reading materials, and student’s independent research. Papers must be 5-8 pages, double-spaced, Times New Roman 12-point font, and 1” margins in MLA format. Information and instructions will be provided by spring break.

COURSE POLICIES

Late Assignments: Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments WILL NOT be accepted without penalty.** Students are expected to turn in all required assignments on the due date and time. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) percentage points for each day late. The student

should see the professor and negotiate another due date well in advance if there is a conflict with the due date.

Assignment Changes: The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

Cell Phone and Laptop Use: Cell phones and laptops are NOT permitted in class unless instructor permission is given.

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.

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. More information may be found at <http://diversity.utexas.edu/disability/>.

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 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/conduct/>).

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.

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.

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.

Campus Carry Policy: The University's policy on concealed firearms 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.

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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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>.

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://operations.utexas.edu/units/csas/bcal.php>.

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.

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

COURSE SCHEDULE

Note: Readings should be completed *prior* to the class period for which they are assigned.

Week 1 Introductions & Course Overview

1/22 Readings: "The Two Asian Americas"; "Replenishing the Ranks: Raising Critical Consciousness Among Asian Americans"; "4 Ways Colonial Mentality Taught Me To Hate Myself And How I Fight Against It Every Day"

Week 2 Building Cultural Competency & Social Justice Framework *Reflection Paper #1 Due*

1/29 Readings: *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues* Chapters 1, 3 & 11; "Social Service or Social

Change?"; "Achieving Racial Equity Through Social Work: Gatekeeping and Manifestations of Racism"

Week 3 Community Organization Visit: Asian Family Support Services of Austin

2/5 Readings: "A Lily Out of the Mud: Domestic Violence in Asian And Pacific Islander Communities"; *Body Evidence: Intimate Violence Against South Asian Women in America* Introduction & Part One, Chapter 1

Week 4 Community Organization Visit: Asian American Resource Center Tour
Email Instructor which community organization you will present

2/12 Readings: *Asian American Panethnicity Bridging Institutions and Identities* Chapters 4 & 7

Week 5 Guest Speaker: Kara Takasaki
Reflection Paper #2 Due

2/19 Readings: TBD

Week 6 Racism, Not Your Model Minority

2/26 Film: *Vincent Who?*
Readings: "Neither Black Nor White"; "Racism from Domination to Hegemony"; "Beyond the Model Minority Myth"; "6 Reasons We Need to Dismantle the Model Minority Myth of Those 'Hard-Working' Asians"

Week 7 Student Presentations
Submit presentation slides (PDF) via Canvas

3/5 Community Organization Profile Presentation

Week 8 Spring Break

3/12 No class

Week 9 Guest Speaker: Esther Chung Martin

3/19 Readings: Austin Asian America Quality of Life Report;
<http://specials.mystatesman.com/austin-asian-population/>; Mayor's Task Force on Institutional Racism and Systemic Inequities Final Report

Week 10 Poverty & Education
Reflection Paper #3 Due

3/26 Readings: "Collateral Damage: Southeast Asian Poverty in the United States"; "Situating Asian Americans in the Political Discourse of Affirmative Actions"
Film: *Pass or Fail in Cambodia Town*

Week 11 Immigration, #UndocuAsian, and Deportations

4/2 Readings: “The Right to Stay”; “Deporting Cambodian Refugees: Youth Activism, State Reform, and Imperial Statecraft”; “Youth Culture, Citizenship, and Globalization: South Asian Muslim Youth in the United States After September 11th”; “Ten Years of DRUM”
Film: *Sentenced Home: The Deportation of Cambodian Americans*

Week 12 Racial Justice, Politics, & Solidarity

4/9 Readings: “Crafting Solidarities”; Letters for Black Lives; “Three Things Asian Americans Owe to the Civil Rights Movement”
Film: *Mr. Cao Goes to Washington* (Chiang, 2013)

Week 13 Service Projects
Reflection Paper #4 Due

4/16 Readings: TBD

Week 14 Social Change & Self-Care

4/23 Reading: “Audre Lorde Thought of Self-Care as an "Act of Political Warfare"”
Film: *American Revolutionary: The Evolution of Grace Lee Boggs* (Grace Lee, 2014)

Week 15 Course Wrap-Up & Service Project Group Presentations

4/30 Presentations & Potluck

5/9 ***End of Semester Analysis Paper DUE submit on Canvas***