

---

<b>Course Number:</b>	SW 325	<b>Instructor:</b>	Carmel Drewes, LCSW
<b>Unique Number:</b>	91985	<b>E-mail:</b>	carmel.msw@utexas.edu
<b>Semester:</b>	Summer 2015 (6 weeks)	<b>Phone/Text:</b>	512-771-2622
<b>Meeting Time:</b>	M/Tu/W/Th 11:00am-12:45pm	<b>Office Room:</b>	3.104a
<b>Meeting Place:</b>	SW 2.116	<b>Office Hours:</b>	Tues/Thurs 10:00-11:00am Or by appointment

---

**FOUNDATIONS OF SOCIAL JUSTICE:  
VALUES, DIVERSITY, POWER & OPPRESSION**  
Required BSW Course

**CULTURAL DIVERSITY IN THE UNITED STATES**

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.

**I. STANDARDIZED 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 increase risk factors for exposure to discrimination, economic deprivation, and oppression; 2) professional social work ethics and values demand culturally competent practices; 3) it is necessary for students to learn and 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.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, interventions and research **(PB 18, 19, 20)**
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 **(PB 14, 16, 17)**
3. Understand the social construction of race and ethnicity, gender, and sexual orientation **(PB 14)**
4. Examine the personal and professional use of self in ethnical, culturally competent, and socially just social work practices **(PB 15)**
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 **(PB 18, 19, 20)**

The 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

#### **EP2.1.4 Engage diversity and difference in practice**

PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create, or enhance privilege and power

- Objective(s): 2 & 3
- Assignment(s): Readings, Classroom Participation

PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

- Objective(s): 4
- Assignment(s): Readings, Classroom Participation

PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences

- Objective(s): 2
- Assignment(s): Readings, Classroom Participation, Facilitating Activities

PB 17: View selves as learners and engage those with whom they work as informants

- Objective(s): 2
- Assignment(s): Readings, Classroom Participation, Facilitating Activities

#### **EP2.1.5 Advance human rights and social & economic justice**

PB 18: Understand the forms and mechanisms of oppression and discrimination

- Objective(s): 1 & 5
- Assignment(s): Readings, Classroom Participation, Facilitating Activities, Advocacy Project

PB 19: Advocate for human rights and social and economic justice

- Objective(s): 1 & 5
- Assignment(s): Readings, Classroom Participation, Facilitating Activities, Advocacy Project

PB 20: Engage in practices that advance social and economic justice

- Objective(s): 1 & 5
- Assignment(s): Readings, Classroom Participation, Facilitating Activities, Advocacy Project

### **III. TEACHING METHODS**

Teaching methods will include lecture, discussion, experiential in-class activities, reading assignments, and writing assignments. Students are expected to take responsibility for their own learning by: completing reading assignments and being prepared to discuss them; thinking critically about information in readings, lectures, and discussion; identifying connections between class material and personal/professional experience; going beyond a superficial level when completing assignments; engaging professionally and respectfully with classmates while *also* pushing oneself and others towards deeper levels of understanding; and contacting the instructor with any questions about expectations, course content, or overall study and practice of social work.

### **Use of Canvas for Class**

This class uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—for confidential communication such as posting grades and submitting assignments. Readings that are not in the assigned texts can be found in Canvas. Templates, directions, and grading rubrics for assignments are also found in Canvas. Students can receive support in using Canvas at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

## **IV. COURSE REQUIREMENTS**

The following assignments are meant to measure your preparation, participation, practice skills, reflection skills, and integration of knowledge. The instructor reserves the right to make modifications to the specific assignments as needed to facilitate learning in this course. Any modifications will be posted on Canvas and announced in class. If you have questions about any assignment for this class, please consult with the instructor in advance of the due date.

**Specific instructions and grading rubrics for assignments will be posted on Canvas and/or provided in class.**

**Preparation for Class** consists of reading the assigned readings and thinking about how they relate to real-life practice of social work. Preparation involves a critical analysis of what you have read: what is your reaction to the material, why might you be having that reaction, and how does your reaction inform your thinking/actions going forward?

Preparation for class is measured by your ability to engage in classroom discussions and other activities. It is included in your Classroom Participation grade.

**Classroom Participation** means that you contribute to classroom learning in a way that adds additional information or insights. It means that you are attentive to the class dynamic and you help to make sure everyone is part of the discussion. It means that you help move conversation to deeper levels by respectfully disagreeing or questioning things that we have read or things people have said. It also includes supplemental activities that the instructor asks you to do (e.g. reply to a survey).

Being present for the entire class time is a vital part of participation and your absence has a negative impact on the classroom since we are missing your ideas if you are not here. Missing class or arriving late will lower your participation grade (*note*: missing class or arriving late without notifying the instructor will reduce your grade more than if you communicate with me).

This is an experiential class. You cannot get the same experience and depth of knowledge simply by reading the material and studying it on your own. An essential part of social justice work is being able to engage with others around the issues and increase skill at navigating difficult conversations. For that reason, it is possible to fail this class due to excessive absences even if your scores on other assignments are high.

- Present in class, for entire class: 10% of grade
- Demonstrates knowledge of the readings: 15% of grade
- Engages in classroom discussion and activities: 10% of grade

**Facilitating Activity:** All classes in the first 5 weeks will begin with an experiential activity. The instructor will facilitate the activities in the first two weeks. In weeks 3 through 5, students will plan and facilitate the activities in small groups. Your group will submit a brief written plan for the activity prior to class time. You will be graded on (1) your own role in the classroom facilitation, (2) the overall plan of the activity, (3) the degree to which your classmates engage with the activity, (4) the relevance and usefulness of the activity with regards to our class. I am

happy to meet with your group to share resources related to group activities that relate to the topics we are studying.

- 3 activity facilitations: 10% each (30% total)

**Advocacy Project:** Each students will conceptualize a social justice action that can be easily implemented (example: using person-first language). Each student will create a one-page handout (which will be distributed to all classmates) detailing (1) the social justice issue, (2) why it is important, (3) the action that can be taken, (4) how that action will make a difference. Additionally, during the last week of class, each student will present her/his advocacy action. Grades will be based how relevant the action is, how achievable the action is, and how compellingly the student presents the information.

- Written handout: 20% of grade
- Classroom presentation: 15% of grade

## V. GRADING CRITERIA

Grades will be posted on Canvas; you can track your progress throughout the course. If you have questions about your grade, please proactively contact the instructor so that we can meet and discuss.

Grades will be assigned as follows:

- 94.0-100 % A (exceptional)
- 90.0–93.999 % A- (excellent)

*To receive an “A” in this course you must have excellent attendance and participation, and you must produce work that is of superior quality.*

- 87.0-89.999 % B+ (very good)
- 84.0 -86.999 % B (good)
- 80.0–83.999 % B-

*Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas).*

- 77.0-79.999 % C+ (fair)
- 74.0–76.999 % C
- 70.0-73.999 % C-

*Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. **Please note that you will not earn credit for BSW courses if your final grade falls below a ‘C’. You must earn a ‘C’ or above to receive credit for this course.***

- 67.0-69.999 % D+ (poor)
- 64.0-66.999 % D
- 60.0-63.999% D-

*Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.*

- Below 60.0% F (failing)

**While it is impossible to outline every possible variable that goes into calculating a course grade, the following table shows my general expectations around A / B / C / D / F level work:**

	Writing / Discussion / Activity Content	Classroom Dynamics	Written Presentation of Material
<b>A Level</b>	Does the following	<ul style="list-style-type: none"> <li>• Present and focused on topic</li> </ul>	Does the following

	<b>Writing / Discussion / Activity Content</b>	<b>Classroom Dynamics</b>	<b>Written Presentation of Material</b>
<b>Work</b>	<p>thoroughly:</p> <ul style="list-style-type: none"> <li>• Draws connections between writing/ discussion/ activity and readings</li> <li>• Draws connections between writing/ discussion/ activity and personal/ professional experience</li> <li>• Demonstrates insight (realizations) about why and how things are happening (not just describing the fact that they are happening)</li> <li>• Demonstrates analysis (explanation) of why things are happening this way given this specific context</li> <li>• Makes inferences (predictions) about what might happen differently if some variable were changed</li> </ul>	<ul style="list-style-type: none"> <li>• Attentive to classroom dynamic (not dominating conversation; drawing in participation from others)</li> <li>• Engaging with other students, not only with the instructor</li> <li>• Offering ideas, beliefs, values, and interpretations related to the topic</li> <li>• Asking questions that deepen the level of discussion</li> <li>• Respectfully disagreeing and/or offering an alternate viewpoint</li> </ul>	<p>consistently:</p> <ul style="list-style-type: none"> <li>• Free of typos and grammatical errors</li> <li>• Professionally written (using slang or contractions only if necessary to convey meaning)</li> <li>• Well organized, clear writing</li> <li>• Formatted according to directions</li> <li>• Submitted on or before deadline</li> <li>• Includes citations with APA 6 formatting</li> </ul>
<b>B Level Work</b>	<ul style="list-style-type: none"> <li>• Includes some of the items above, but not all</li> <li>• Includes the items above in a basic (not thorough) manner</li> </ul>	<ul style="list-style-type: none"> <li>• Present and focused on topic</li> <li>• Offering surface-level contributions to classroom discussions and activities (brief answers; descriptive rather than insightful answers)</li> <li>• Participating at a personally insightful level but not fostering the classroom dynamic (dominating conversation; not engaging classmates; not actively encouraging the participation of others)</li> </ul>	<ul style="list-style-type: none"> <li>• Meets most of the above criteria, but not all</li> <li>• Does the above items sporadically, not consistently</li> </ul>
<b>C Level Work</b>	<ul style="list-style-type: none"> <li>• Descriptive but not insightful (tells what happened but not why you think it happened)</li> </ul>	<ul style="list-style-type: none"> <li>• Present and not disruptive</li> <li>• Not offering many contributions to classroom discussion or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Only meets a couple of the above criteria</li> </ul>
<b>D Level Work</b>	<ul style="list-style-type: none"> <li>• Insufficient information</li> <li>• Not following assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated disrespectful and/or distracting behaviors that negatively impact the classroom dynamic</li> </ul>	<ul style="list-style-type: none"> <li>• Serious problems evidenced by not submitting attending to instructions (formatting, due date, etc.)</li> </ul>

	<b>Writing / Discussion / Activity Content</b>	<b>Classroom Dynamics</b>	<b>Written Presentation of Material</b>
<b>F Level Work</b>	<ul style="list-style-type: none"> <li>No basis to grade (not present or assignment not submitted)</li> </ul>	<ul style="list-style-type: none"> <li>Excessive absences</li> <li>Constant and unresolved disrespectful and/or distracting behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Assignment not submitted</li> </ul>

**VI. REQUIRED TEXTS**

- Miller, J. & Garran, A.M. (2008). *Racism in the United States: Implications for the helping professions*. Belmont, CA: Brooks/Cole.
- Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.). (2013). *Readings for diversity and social justice* (3<sup>rd</sup> ed.). New York, NY: Routledge.

Reference Materials Helpful for all Social Work Courses (not required):

- National Association of Social Workers (2008). *Code of ethics of the national association of social workers*.
- American Psychological Association (2009). *Publication manual of the American psychological association* (6<sup>th</sup> ed.).

**VII. COURSE OUTLINE**

- Remember – readings are to be completed before class meets.
- Assignments listed are to be completed before class.
- This includes the readings and assignment due at the first class meeting.**
- Note that these readings are not listed in APA style. That is for ease of reading the syllabus. If you cite them in your papers, use APA style, not what I have here.
- This is a reading-intensive class but don't panic, many of the readings are quite short.

The instructor reserves the right to make modifications to the assigned readings, topics, and/or due dates as needed to facilitate learning. Any modifications will be posted on Canvas and announced in class.

<b>Week 1</b>	<p><b>Thurs. June 4: Introduction</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabus</li> <li><input type="checkbox"/> Racism, Ch. 12</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: A General Introduction</li> <li><input type="checkbox"/> Canvas: 4 Part Systems Model</li> </ul>
---------------	--

<b>Week 2</b>	<p><b>Individual Level Issues</b></p> <p><b>Mon. June 8: Identity Development &amp; Identity Fluidity</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism, Ch. 1</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: Section 9 Intro: Ageism &amp; Adultism</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 54 – Jews in the U.S.</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 91 – Passing Realities</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 92 – Look! No Don't! The Invisibility Dilemma for Transsexual Men</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 121 – Elder Liberation Draft Policy Statement</li> </ul> <p><b>Tues. June 9: Implicit/Unconscious Bias</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism, Ch. 2</li> <li><input type="checkbox"/> Canvas: Implicit Bias</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 14 – Patrolling Racial Borders</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 69 – He Works, She Works, But What Different Impressions They Make</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 98 – The Social Construction of Disability</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 120 – Regardless of What You Were Taught to Believe</li> </ul> <p><b>Wed. June 10: Barriers &amp; Internalized Oppression</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism, Ch. 3</li> <li><input type="checkbox"/> Canvas: Internalized Oppression</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 16 – Finding My Eye-identity</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 31 – Students with Disabilities</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 67 – The Body Prolific</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 108 – In the LD Bubble</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 115 – “Look Out, Kid, It’s Something You Did”</li> </ul> <p><b>Thurs. June 11: Privilege</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism, Ch. 5</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 3 – The Social Construction of Difference</li> </ul> <p><b>Select 2</b> of the following: one from a perspective where you hold privilege and one from a perspective where you do not</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diversity &amp; Social Justice: 41 – Deep Thoughts about Class Privilege</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 44 &amp; 45 – Christian Privilege &amp; Christian Privilege and the Promotion of “Secular” and Not-So “Secular” Mainline Christianity in Public Schooling and the Larger Society</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 79 – Privilege [heterosexuality]</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 93 – Cisgender Privilege</li> </ul>
---------------	--

**Week 3**

**Interpersonal Level Issues**

- Assignment Due at least 24 hours BEFORE your group leads activity:*  
Classroom Activity Facilitation Plan (1 per group)
- Assignment Due within 24 hours AFTER your group leads activity:*  
Classroom Activity Reflection (1 per person)

**Mon. June 15: Overt Discrimination/Violence**

*Readings:*

- Racism, Ch. 6
- Diversity & Social Justice: Section 5 Intro: Sexism
- Diversity & Social Justice, Section 6 Intro: Heterosexism
- Diversity & Social Justice, Section 7 Intro: Transgender Oppression
- Diversity & Social Justice: 35 – White Poverty
- Diversity & Social Justice: 50 – Native American Religious Liberty
- Diversity & Social Justice: 99 – Go to the Margins of the Class

**Tues. June 16: Microaggressions**

*Readings:*

- Racism, Ch. 7
- Canvas: Racial Microaggressions in Everyday Life
- Diversity & Social Justice: 9 – A Different Mirror
- Diversity & Social Justice: 10 – Symbolic Racism, History, and Reality: The Real Problem with Indian Mascots
- Diversity & Social Justice: 40 – “Classism From Our Mouths” and “Tips From Working-Class Activists”
- Diversity & Social Justice: 114 – Understanding Adulthood

**Wed. June 17: Impact of Injustice on Relationships**

*Readings:*

- Racism, Ch. 8
- Diversity & Social Justice: 13: *La conciencia de la mestiza*
- Diversity & Social Justice: 22 – Women, Race, and Racism
- Diversity & Social Justice: 34 – Bonds of Sisterhood—Bonds of Oppression
- Diversity & Social Justice: 103 – Gawking, Gaping, Staring
- Diversity & Social Justice: 106 – How to Curse in Sign Language
- Diversity & Social Justice: 136 – Unite and Rebel!

**Thurs. June 18: Being an Ally**

*Readings:*

- Racism, Ch. 11
- Diversity & Social Justice: 133 – Allies

**Select 2** of the following: one from a perspective where you could be an ally, one from a perspective where you might appreciate someone being your ally

- Diversity & Social Justice: 21 – Waking Up White
- Diversity & Social Justice: 64 & 70 – Violence Against Women is a Men’s Issue & Promises Made [sexism]
- Diversity & Social Justice: 84 – Becoming an Ally [heterosexism]
- Diversity & Social Justice: 113 – Recognizing Ableist Beliefs and Practices and Taking Action as an Ally
- Diversity & Social Justice: 124 – Allies to Young People
- Diversity & Social Justice: 126 – What Allies of Elders Can Do



<b>Week 4</b>	<p><b>Institutional Level Issues</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Assignment Due at least 24 hours BEFORE your group leads activity:</i> Classroom Activity Facilitation Plan (1 per group)</li> <li><input type="checkbox"/> <i>Assignment Due within 24 hours AFTER your group leads activity:</i> Classroom Activity Reflection (1 per person)</li> </ul> <p><b>Mon. June 22: Government &amp; Policy</b> <i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism, Ch. 4</li> <li><input type="checkbox"/> Diversity &amp; Social Justice, Section 4 Intro: Religious Oppression</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 15 – Injustice for All</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 27 – Race, Wealth, and Equality</li> </ul> <p><b>Tues. June 23: Media (Traditional &amp; Social)</b> <i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Readings on Media and Language use as mechanisms of oppression</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 65 – Out-of-Body Image</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 81 – Real Men and Pink Suits</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 89 – Trans Woman Manifesto</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 117 – Ageism</li> </ul> <p><b>Wed. June 24: Public &amp; Private Institutions</b> <i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Readings on Institutional oppression</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 58 – Religious Diversity in Schools</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 90 – The Impact of Juvenile Court on Queer and Trans/Gender-Non-Conforming Youth</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 100 – Why the Intersexed Shouldn’t be Fixed</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 109 – Towards Ending Ableism in Education</li> </ul> <p><b>Thurs. June 25: Social Work &amp; Social Services</b> <i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism, Ch. 10</li> <li><input type="checkbox"/> Canvas: Social Workers’ Commentary on Undocumented Immigrants</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 88 – Mutilating Gender</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 119 – Black Elderly</li> </ul>
---------------	--

**Week 5**

**Environmental Level Issues**

- Assignment Due at least 24 hours BEFORE your group leads activity:*  
Classroom Activity Facilitation Plan (1 per group)
- Assignment Due within 24 hours AFTER your group leads activity:*  
Classroom Activity Reflection (1 per person)

**Mon. June 29: Location / Community Resources**

*Readings:*

- Racism, Ch. 9
- Diversity & Social Justice, Section 3 Intro: Classism
- Diversity & Social Justice: 7 – Structure as the Subject of Justice
- Diversity & Social Justice: 17 – Identification Please
- Diversity & Social Justice: 28 – What’s Debt Got to Do with It?

**Tues. June 30: Accessibility (Physical & Cultural)**

*Readings:*

- Diversity & Social Justice, Section 8 Intro: Ableism
- Diversity & Social Justice: 95 – Struggle for Freedom
- Diversity & Social Justice: 49 – Working it Out
- Diversity & Social Justice: 94 – Calling all Restroom Revolutionaries
- Diversity & Social Justice: 112 – Creating a Fragrance-Free Zone

**Wed. July 1: Health / Safety**

*Readings:*

- Canvas: Readings on Health and Safety disparities
- Diversity & Social Justice: 36 – Why Can’t Everybody Fear Me like That?
- Diversity & Social Justice: 57 – Creating Identity-Safe Spaces on College Campuses for Muslim Students
- Diversity & Social Justice: 123 – Chicago’s Peace Warriors

**Thurs. July 2: Disasters (“Natural” & Otherwise)**

*Readings:*

- Canvas: Re-Writing the Discourse of “Natural” Disasters
- Diversity & Social Justice: 38 – The Debt Trap
- Diversity & Social Justice: 47 – Precedents
- Diversity & Social Justice: 48 – Maps—History of Anti-Semitism

<b>Week 6</b>	<p><b>Advocacy &amp; Action</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Assignment Due BEFORE class Monday: 1 Page Advocacy Action Plan</i></li> </ul> <p><b>Mon. July 6: Advocacy &amp; Action</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism, Ch. 13</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 128 – Developing a Liberatory Consciousness</li> <li><input type="checkbox"/> Diversity &amp; Social Justice: 130 – What Can We Do?</li> </ul> <p><b>Tues. July 7: Presentations</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocacy Plans from your classmates who will be presenting today</li> </ul> <p><b>Wed. July 8: Presentations</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocacy Plans from your classmates who will be presenting today</li> </ul> <p><b>Thurs. July 9: Wrap Up &amp; Personal Goals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diversity &amp; Social Justice: 132 – Courage</li> </ul>
---------------	--

**VIII. COURSE AND UNIVERSITY POLICIES**

**ATTENDANCE.** It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students who anticipate being absent from class should notify the instructor in advance by e-mail. The instructor will take attendance in each class (noting late arrival, early departure, or absence). Late arrivals, early departures, and absences will impact your Classroom Participation grade since you cannot participate if you are not present. For the second absence, and each absence after that, your grade in the course overall will drop by one grade level (i.e. A to A-, A- to B+, B+ to B, etc). Students are responsible for any material missed due to absences. It is the student’s responsibility to discuss extenuating circumstances related to absences, late arrivals, or early departures with the instructor. **Due to the intensive nature of this course and the limited number of classes, it is possible for you to fail this class because of absences even if your other assignments in the course receive high scores.**

**SEEKING AND MAINTINING SUPPORT SYSTEMS.** As a social work student, you are expected to seek out and maintain the support systems that you need in order to be successful. These include informal supports (friends, family) and formal supports (UT Counseling & Mental Health Center, Student Emergency Services, Services for Students with Disabilities, etc.). If you are experiencing a personal or family situation that is impacting your ability to have optimal performance in class please access support systems, in addition to informing the instructor.

**ELECTRONIC DEVICES IN THE CLASSROOM.** Students are expected to refrain from use of computers, cell phones, and other electronic devices in the classroom. The classroom experience in this course requires that students and instructor be fully engaged in the moment and not distracted by external information. Students in this course are preparing for Social Work environments where they must be present (mentally as well as physically) and connected to clients, able to minimize the distractions of electronic devices. Presence and attunement are skills that must be practiced like any others – classroom time will be an opportunity to practice disconnecting from external information in order to fully connect with the moment.

**LEVEL REVIEWS.** This instructor utilizes the Level Review process to address student issues that impact performance beyond the classroom (examples: excessive absences, unprofessional conduct, persistent lack of engagement in the class). A Level One review is not meant to be punitive, it is meant to create a plan for rectifying a situation might prevent a student from successfully completing the social work degree and/or field placement. If a Level One review is needed, the instructor will meet with you to discuss it and provide you, as well as the social work administration, with a written summary of the discussion.

**MUTUAL LEARNING.** The instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the instructor. Students are encouraged to request and to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. PLEASE schedule office hours appointments if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.

**WRITING GUIDELINES.** The instructor will provide specific guidelines and scoring rubrics for all written assignments. Formal papers are expected to follow APA 6 writing guidelines. Failure to follow APA 6 will result in a grade reduction. The instructor is available to meet and review drafts of written assignments up to one week before the due date. It is strongly encouraged that you have a classmate, the instructor, or the writing center review a draft of your work and give feedback regarding both content and format.

All written assignments must contain your independent ideas. **Unless an assignment is specifically termed a group project, you are expected to submit your own work, not collaborative work.** ANY use of another's words or ideas, whether quoted exactly or paraphrased, must be cited. This includes information you obtained through personal conversation, a website, an article, a news program, or any other source. Failure to cite sources constitutes plagiarism and is a breach of the University Policy on Scholastic Dishonesty. Citations are to be APA 6 format. Please consult with the instructor if you have any questions or need additional information.

**LATE ASSIGNMENTS.** Assignments are expected to be submitted at or before the listed due date. Late assignments will be accepted but late submission will have an impact on your grade: up to 5% of the points will be subtracted for each 24 hours that the assignment is late. If you inform the instructor in advance of a late submission, and agree on a new submission deadline, your grade will not be impacted as negatively as if you submit an assignment late without previous communication or if the instructor contacts you to inquire about a missed assignment.

**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 instructor 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. 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 instructor does require that students engage one another with respect and professionalism.

**CLASSROOM CIVILITY.** 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 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.

**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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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 CLASS MATERIALS.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the instructor 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 instructor 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 instructor 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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

**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 FERPA regulations as well. Discussions with individuals outside of the educational context are 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 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>.

\*\* Please allow 48 hours for email response from the instructor. It is likely that you will receive a response sooner than that – however, in the case that you do not, you are encouraged to re-contact the instructor. If there is an urgent, time-sensitive matter, it is best to alert me via text message or phone call.

**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 instructor 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](tel: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 instructor in writing during the first week of class.
- In the event of an evacuation, follow the instructor'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.