

**The University of Texas at Austin  
School of Social Work**

**Course Number:** SW 381S  
**Meeting Time:** Friday 8:30-11:30am  
**Semester:** Fall 2015

**Unique Number:** 60540  
**Classroom:** SSW 2.122

**Instructor:** Sarah McCafferty, LCSW  
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**Office Room Number:** SSW 3.104A  
**Office Hours:** Fridays 11:30am-1:30pm or by appointment

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

**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 increases 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 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.

**II. Standardized Course Objectives**

Upon completion of this course the student will be able to:

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research (PB 18,19, and 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, and 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 ethical, culturally competent, and socially just social work practices (PB 15) and;
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, and 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.

PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

Objectives 2 and 3

Assignment: Reflective paper, class participation, social issue paper, group presentation, quiz/exam

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Objectives 4

Assignment: Reflective paper, group presentation, class participation

PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences

Objectives 2

Assignment: Reflective paper, group presentation, class participation, quiz/exam

PB17 View selves as learners and engage those with whom they work as informants

Objectives 2

Assignment: Reflective paper, social issue paper, class participation

EP2.1.5 Advance human rights and social and economic justice.

PB18 Understand the forms and mechanisms of oppression and discrimination

Objectives 1 and 5

Assignment: Group presentations, reflective paper, quiz/exam, social issue paper

PB19 Advocate for human rights and social and economic justice

Objectives 1 and 5

Assignment: Class participation, group presentation, reflective paper, social issue paper

PB20 Engage in practices that advance social and economic justice

Objectives 1 and 5

Assignment: Class participation, group presentation, final exam

### **III. Teaching Methods**

A variety of teaching methods will be utilized, including: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers. Details are included in the attached assignment descriptions.

The content of this course has the potential to be emotionally-charged. Guidelines will be established collaboratively by students and the instructor to create a respectful, safe and challenging learning environment.

### **IV. Required Readings**

Fadiman, Anne. (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*. New York, NY. Farrar Straus & Giroux.

Johnson, A.G. (2006). *Privilege, power and difference 2<sup>nd</sup> Edition*. New York, NY: McGraw-Gill.

Additional readings listed on the syllabus will be located in a course packet. Details on where to pick up the course packet will be discussed in the first day of class.

Other readings and handouts may be added during the semester and will be made available either in class or through Canvas.

### **V. Course Requirements**

Students will be evaluated on the following required assignments, as well as in-class participation and contribution.

#### **1. Attendance and Participation (10% of grade)**

Students are expected to attend all classes, participate meaningfully in class discussion and exercises, and call upon life experiences and course readings for contributions. The ten points for this requirement include attendance (5 total points) and in-class participation (5 total points). Students will be allowed one (1) absence without excuse or loss of points. Students are to notify the instructor in advance when they are going to be absent.

It is important for social workers to be aware of group dynamics including peer groups in which they participate. A portion of the grade for this course will depend on your level of participation and contribution. For some, this means learning to speak up, add to discussions and ask questions. For others, it means taking a step back and allowing others the space to contribute.

#### Criteria for Awarding Attendance and Punctuality Points:

0-1 absence = 5 pts

2 absences = 3 pts

3 absences = 1 pt

4 or more absences = 0 pts

5 or more absences puts the student in jeopardy of not passing this course.

Note: Establishing a pattern of late arrivals or early departures will cause attendance points to be lowered. 3 or more of these will result in a loss of attendance points.

Criteria for Awarding In-Class Participation/Contributions:

Ongoing, Active Participation = 5 pts

Some Participation = 3 pts

Limited Participation = 1 pt

No Participation = 0 pts

**2. Beginning Self Reflective Paper (10% of grade) (Due Week 4)**

This first paper will serve as a starting point to analyze one's personal position in relation to social work practice. Further details will be handed out a week before it is due. This paper will be 3-4 pages and must incorporate at least two of the class readings.

**3. Midterm (15% of grade) (Week 6)**

This in-class midterm will assess information learned through readings, class lectures, and assignments.

**4. Social Issue Paper (25% of grade) (Due Week 10)**

Students will analyze issues discussed in the The Spirit Catches You and You Fall Down, answering a set of questions that will be distributed in class.

**5. Group Presentation (20% of grade) (Week 12 or 13 depending on group)**

For this presentation, students will be placed in small groups and assigned a topic to research and present to the class. Students will need to explore the depths of challenges that the social justice topic presents and develop a potential solution to said inequity.

- a) Students will provide a short history and description of the topic.
- b) Students will analyze the impact of discrimination, public policy, institutional structures and/or service delivery factors/approaches as they affect the population-at-risk.
- c) Students will advocate for particular service delivery approaches and avenues for social change, as informed by their research.
- d) Students must present concise, effective arguments for their position.

A reference page must be included and the powerpoint should be emailed to the instructor by the time of the presentation. Additional details will be provided in class.

**6. Final Take Home Exam (20% of grade) (Due Week 15)**

The take home exam will cover material from the semester's readings, lectures, and assignments. Instructions will be handed out Week 13 (11/21/14).

## **Assignment Policy**

NOTE: It is important for social work professionals to be punctual in attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Please take note of the following:

- **Assignments are due at the *beginning* of class** on the scheduled day and will be considered late if turned in more than 15 minutes after the beginning of the class period.
- **Students will lose two percentage points per calendar day for late assignments.** Any adjustments in assignment due dates and/or examination dates **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date.
- All written assignments must be typed, double-spaced with 12 point font, and follow appropriate guidelines for APA format.

## **Professional Conduct in Class**

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

### **GRADUATE 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

## VI. Course Schedule

Week 1: 8/28

Introduction & course overview

No assigned reading

Week 2: 9/4

Cultural Humility

Johnson, pp. vii –Ch 2

Tatum, “The Complexity of Identity”

Newsweek article: See Baby Discriminate

McIntosh, “White Privilege: Unpacking the Invisible Knapsack”

Tervalon, Murray & Garcia, “Cultural humility vs. cultural competence”

Week 3: 9/11

Social Justice Frameworks

Johnson, pp. Ch 3-6

Ayvazian, “Interrupting the Cycle of Oppression”

Week 4: 9/18

Social Justice Frameworks cont’d

**Beginning Self Reflection Paper Due**

Johnson, Ch. 7-8

Harro, “The Cycle of Socialization”

Week 5: 9/25

Film: Color of Fear & Class Exercises

Johnson, Ch. 9

Tatum, “Defining Racism: “Can We Talk?”

Lipsitz, “The Possessive Investment in Whiteness”

Harro, “The Cycle of Liberation”

Bell, “Theoretical Foundations”

Young, “Five Faces of Oppression”

Week 6: 10/2

**Midterm**

*Begin Fadiman book*

Collins, Yesket, et al, “The Dangerous Consequences of Growing Inequality”

Week 7: 10/9

Demographic trends

Williams, “From Pearl Harbor to 9/11”

Wendell, “Social Construction of Disability”

Bayoumi, “Yasmin” from How Does It Feel To Be a Problem?

Week 8: 10/16

Models of Social Change

Kivel, “Social service or social change?”

Bryan, “Struggle for Freedom”

Minkler, “Community Organizing with the Elderly Poor in San Francisco’s Tenderloin District”

Armino, “Waking Up White”

Week 9: 10/23

Social Justice considerations with the LGBTQ community

*Finish Fadiman book*

Sawyer, "An ACTUP founder 'acts up' for Africa's access to AIDS"

George & Yancey, "Taking stock of America's Attitudes on Cultural Diversity"

Singh, McKay & Singh, "The Need for Cultural Brokers in Mental Health Services"

Week 10: 10/30

Health Equity & Social Justice  
(Film: Unnatural Causes)

**Social Issue Paper Due**

Fellin & Erera, "Should facilitating acculturation be a goal in working with immigrant populations?"

Segal & Mayadas, "Assessment of Issues Facing Immigrant and Refugee Families"

Week 11: 11/6

Social Justice considerations:  
Gender identity & Transgender oppression

Lorber, "Night to His Day"

National Transgender Discrimination Survey Report  
Executive Summary

([www.thetaskforce.org/reports\\_and\\_research/ntds](http://www.thetaskforce.org/reports_and_research/ntds))

Week 12: 11/13

**Group Presentations**

Minkler & Pies, "Ethical Issues and Practice Dilemmas in Community Organization and Community Participation"

Stall & Stoecker, "Toward a Gender Analysis of Community Organizing Models"

Week 13: 11/20

**Group Presentations**

Anzaldua, "Allies"

Pharr, "Reflections on Liberation"

Week 14: 11/27

No class- Holiday weekend

Week 15: 12/4 (last class day)

Summary & Action Steps: World Cafe

**Take home exam due**

Freire, "A Critical Understanding of Social Work"

## **VII. Additional Suggested Readings**

Ortega, R. M., & Coulborn Faller, K. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare, 90*(5), 27- 49.

Rew, L. (2014). The influences of culture on nursing practices and research. *Journal for Specialists in Pediatric Nursing, 19*(1), 1-2.

Ross, L. (2010). Learning cultural humility through critical incidents and central challenges in community-based participatory research. *Journal of Community Practice, 18*(2-3), 315-335.

Sitrin, M. (2006). *Horizontalism: Voices of Popular Power in Argentina*. Oakland: AK Press.

Wells, M. (2000). Beyond Cultural Competence: A Model for Individual and Institutional Cultural Development. *Journal of Community Health Nursing, 17*(4), 188-199.

## **VIII. Class 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 [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 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://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, 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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. 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 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.