

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

Course Number:	SW 381S	Instructor:	Cynthia Penwell, LCSW-S (she/her/hers)
Unique Number:	59590	Email:	csPenwell@utexas.edu
Semester:	Fall 2020	Office Hours:	Tuesdays, 10:45-11:45 am or by appointment via Zoom
Synchronous Meeting Time:	Fridays, 9:30-11:30 am		
Asynchronous Activities:	60 Minutes Per Week		

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

I. COURSE DESCRIPTION

This course is based 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. COURSE OBJECTIVES

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

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research
2. Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, globally as well as those prevalent in the southwestern region of the United States
3. Understand the social construction of race and ethnicity, gender, and sexual orientation
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices
5. Assess the impact of discrimination (e.g. racism, sexism, homophobia), and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

III. TEACHING METHODS

The class is web-based and taught using a flipped model of teaching or a form of blended learning where students learn content partially asynchronous through analyzing readings and articles, watching videos and completing exercises. Students will meet synchronously online for the other portion of the class. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. Students will be expected to complete approximately half of the course content online and approximately half the course material in synchronous class. Students will need to have access to a computer with reliable internet connection to complete this course.

This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. Experiential learning will be the foundation of this class and students will be expected to critically process and reflect on what they are learning through readings, lectures, videos and experiential group activities. The goal is to support you in making your own decisions about how to proceed and then ask you to reflect on the trajectory of your experience. I will evaluate the *process* of your doing and learning, not just the *product*.

This course will use the following platforms for virtual learning:

Canvas —a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page (www.utexas.edu/its/help/), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXT AND MATERIALS

Required Text

Johnson, A.G. (2017). *Privilege, Power, and Difference* (3rd Ed.). New York, NY: McGraw-Hill Education.

Recommended Text

Rasheed, J., Rasheed, M., Wing Sue, D., (2016). *Multicultural Social Work Practice* (2nd ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

Adams, M., Blumenfeld, W.J., Castaneda, C.R., Hackman, H.W., Peters, M.L., Zuniga, X. (2013). *Readings for Diversity and Social Justice* (3rd ed.). New York, NY: Taylor & Francis.

Supplemental Readings, Videos, and Podcasts will be posted on the UT Canvas website.

Use of CANVAS in Class

In this class the Instructor uses CANVAS, a Web-based course management system with password protected access at <http://courses.utexas.edu>, to distribute all course materials, to communicate and collaborate online, to post grades, and to receive assignments. Students can find 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. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Participation (10 points)

Attendance and active participation are critical to the teaching and learning in this class. Especially in a course where we examine social justice and social work it is essential to have all voices in the room. Students are expected to be in class when class is synchronous, actively engaged in discussions or assignments when the class is asynchronous, or, in extenuating circumstances, to notify the instructor if they cannot attend. *Due to a large portion of this class learning in an asynchronous format, two points of the 10 pt grade will be related to the students Discussion Questions/QTN.* This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level and interactions/discussion with instructor and students. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than two classes of any nature will impact your participation grade (unless it is because of a religious holiday), and missing more than one synchronous/experiential class will impact your grade since you cannot participate if you are not present. Overall, missing more than three classes will result in a reduction in your final letter grade.

Self-Interview (5points)

To assist you in beginning the course, write a 4 page essay that answers the following questions:

1. Tell me about someone whose activism has inspired you and why? 2. What is your first memory of something that wasn't fair or just? 3. Tell me about an issue or movement you are passionately involved in. What inspired you to get involved? 4. What are your professional goals? 5. When/how did you realize there were people who had more money/wealth than you? When/how did you realize there were people who had less money/wealth than you? 6. What resources (e.g., personal strengths, family/friend support, and community support) will you draw upon to facilitate your success in the class and program? 7. What is your current, personal definition of social justice? 4 8. How would you describe your vision of social change? How do you see yourself contributing to this vision of social change?

Culture Chest (5 points)

Choose a small box for your "culture chest." Place inside 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world. Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) and/or have treated you based on these social identities. You will give an 8 to 10 minute presentation about the objects in and on your box. Criteria for evaluation: • Thoughtful contents inside the culture chest (2pt) • Thoughtful decoration of the outside of the culture chest (1pt) • Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (2pt)

Learning Reflections (20 points)

The learning reflections are a journaling of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. The Learning Reflections provide a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from the course content. They are an opportunity to share with your instructor your questions, frustrations, hopes, fears, satisfactions, and ideas. It is a way for your instructor to find out what you are learning from the readings, from your service learning experience, and from class. When you respond to something in the readings, please be specific. Learning Reflections need to be 1-2 pages in length using 12-point Times New Roman and submitted as Word documents. Learning Reflections are due at the end of each week. Please make sure that your name, the date, and the learning reflection number are on your paper, and page numbers. You are required to complete weekly Learning Reflections, each of these reflections are worth 2 pts in your over-all grade. You will receive one point for completing a learning reflection according to the parameters, and an additional point if your reflection integrates learning and demonstrates depth of insight and awareness.

Group Didactic: Social Justice and Intersectionality In 2020 (15 points)

For this presentation, students will be assigned to small groups to explore some of the overt and covert ways difference/diversity is played out and negotiated in society during the 2020 pandemic. Small groups will focus on how members of one of the groups which might be considered to be a population-at-risk negotiate life in light of economic deprivation, social power dynamics, and oppression.

Small groups will: a) Select a current news clipping and identify the main theme(s) encountered in the articles relating to social justice, values, diversity, and power. The group will b) Examine why the theme(s) encountered is experienced by members of this group, how many are affected, who in this group isn't affected, and why? c) Analyze the impact of discrimination, economic deprivation, and oppression on this population specific to the theme(s) identified, as well as how this population-at-risk is perceived by the broader society d) Analyze public policy, institutional structure, and/or service delivery factors/approaches discussed in your articles as it affects the group you have selected e) Examine how group membership influences access to resources needed to ameliorate the theme(s) encountered and the dynamics of such risk factors in relation to society's responsiveness and strategies to redress the issue(s) f) Including the above research, present a 30 minute analysis about the role the small group believes the social work profession and individuals should take to intervene to ameliorate the problem in relation to the selected population-at-risk to impact discrimination and oppression and to promote social and economic justice. g) At the time of the presentation, students will turn in an outline, copies the article(s) used, and a summary of the work done by each group member.

- Or -

Individual Option: *You may chose instead to tackle this assignment individually, by writing a 10-12 page paper: Social Justice and Intersectionality. This paper, should you chose individual versus group formating, will be due*

Take a Picture (10 points)

We will discuss a lot of ideas related to perception and reality. This assignment asks you to take a picture of a scene in your day-to-day life and then describe the scene with reference to various social identities.

We have read and discussed many concepts related to social identities, perception, and reality this semester. We have learned about the social construction of race, class, ability, religion, gender, and sexual orientation, as well as a wide variety of cultural markers. We have also talked about personal value systems and biases and how much our own values influence our thinking about others. In this assignment, you will be asked to apply what you have learned via your own interpretation of a photograph. Guidelines for this assignment: 1. Using your phone or a camera take a digital picture of a scene from your day-to-day life (e.g. the west mall, the bus stop, in the convenience store). 2. Use that picture to write a critical analysis that describes the scene in relation to your various social identities and the various social identities you assume for the others in the picture. Describe the various roles you imagine being played out, the relationships between people, the places, and activities happening in the picture. 3. Include any insights you have as to how you fit into the scene, who might not be comfortable in the scene, and why. 4. Also include your thoughts about how you would approach the people in the photograph and what you would say to facilitate positive communication and connection. 5. Within the paper, make certain to explore how you believe your values and biases influence your observations. 6. Your paper should be two, double-spaced pages plus another page for your photograph.

Human Rights/Social Justice Organization (15 points)

In groups of two, students will present a compelling 15-20 minute pitch to a group of community philanthropists who want to establish a nonprofit organization that advances the cause of human rights and social justice in Texas (and beyond). Your task will be to persuasively describe an interconnected set of 2-3 human rights or social justice subjects that will provide a foundation for the new organization's mission.

Why do you think these topics are of paramount importance? What populations will be the subject of the organization's focus? What laws, conditions or trends will need to be accounted

for? What actions will need to be taken, and how will these actions advance human rights and social justice? Finally, the philanthropists want to name the foundation after a well-known social justice activist. You will need to provide a suggested name for the foundation and solid information about how the historical figure you chose relates to the mission and core values of the new organization.

Take Home Final Exam (20 points)

This exam will give you a chance to reflect on your learning over the semester. Directions and questions for this paper will be handed out before the November holiday break
 Due 12/3 11:59pm

Assignment	Points
Class attendance/contribution	10pts
Weekly Reflections (10)	20pts
Social Justice&Intersectionality in 2020	15pts
Take a Picture	10pts
Human Rights Organization	15pts
Culture Chest	5pts
Take Home Final Exam	20pts
Self-Interview	5pts
Total pts 100	

VI. GRADES

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Note that if you are a social work major you will need to repeat this course if your final grade falls below a ‘C’-.

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-
- 67.0 to 69.999 D+
- 77.0 to 79.999 C+
- 74.0 to 76.999 C
- 70.0 to 73.999 C-
- 64.0 to 66.999 D
- 60.0 to 63.999 D-
- Below 60.0 F

VII. CLASS POLICIES

Instructor Contact: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 512-922-5865 (cell) or come to my office hours. You can also send an email to me at csPenwell@utexas.edu. I check my e-mail and phone messages regularly and will respond as quickly as possible.

Attendance: This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than two classes without valid documentation – Student Disability Services) will receive one or more course grades lower than their final grade when points are totaled.

Student Conduct:

Students are expected to behave in a professional manner that mirrors that of a social work clinician. The instructor and students have the ethical responsibility to their colleagues to see that the online class environment is maintained as a respectful, collegiate, and confidential setting.

□ Students are expected to participate in an interactive learning dialogue with their fellow students and professor. Students are expected to complete all readings and preparatory assignments. Failure to demonstrate through online discussions and assignments that one has comprehended the readings will be considered when assigning the final grade.

Electronic Devices: Students are welcome to use notebooks, laptops and other electronic devices for note taking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

Submission of Papers and Late Assignments: Written assignments must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. A late assignment will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

Quality of Written Work, APA & References: Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. The Steve Hicks School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the *Publication Manual of the American Psychological Association*. Information on APA style and format can be found at the Learning Resource Center (LRC) in the Steve Hicks School of Social Work and on the UT library website. Another excellent source is Purdue

University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism, which is a serious violation of university rules and will be dealt with according to university policy. Students also are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> (512) 471-6222 for assistance with any writing assignments.

Course Feedback: Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of students to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

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.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult

conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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.

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.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

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.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE

Date	Synchronous Content	Topic	Assignments Due	Independent Learning Expectations (readings/videos)
Wk 1 8/28	<p><u>Synchronous 8:30-11:15</u></p> <p>Professor: Kolb’s Cycle of Experiential learning, theory</p> <p>Students: Select learning modality (group) for social justice in the news; discuss how to find your “pitch partner”; discussion question groups</p>	<p>Introduction/ syllabus review</p> <p>Theoretical Orientation</p>		<p><u>Canvas Readings:</u> Review and complete Module Week 1</p> <p><u>Textbook Readings:</u> Johnson: Epilogue: A Worldview is Hard to Change (p 135-141)</p>
Wk 2 9/4	<p>Asynchronous Lecture: How we define a problem, critical race theory, and the windows through which we look</p> <p>Synchronous; class meeting 9:30-11:15am</p> <p><u>Discussion/QTN 1</u> (Bring Small edibles to class) small group discussion</p>	<p>Positionality and Intersectionality</p>	<p>Self-Assesment Due 9/3 11:59pm</p> <p>QTN 1 due</p>	<p><u>Canvas Readings:</u> Review and complete Module Week 2 including <u>Asynchronous Lecture</u></p> <p><u>Textbook Readings:</u> Johnson: pg 1-11</p>
Wk 3 9/11	<p>Asynchronous Lecture: History of Privilege</p> <p>Synchronous; class meeting 9:30-11:15am</p> <p><u>Experiential Learning Activity</u> <u>Discussion/QTN 2</u> Small Group Discussions</p>	<p>History of Privilege;</p>	<p>Culture Chest Due 9/11by 11:59pm</p> <p>QTN 2 due</p>	<p><u>Canvas Readings:</u> Review and complete Module Week 3 including <u>Asynchronous Lecture:</u></p> <p><u>Textbook Readings</u> Johnson pg12-34</p>

Wk 4 9/18	<u>No Synchronous class meeting</u> Asynchronous: Social Work and the history of Class and Welfare; micro/mezzo/macro: Racism-Classism and Environmental Access	Classicism	Reflection 1 Due 9/18 by 11:59pm	<u>Canvas Readings:</u> Review and complete Module Week 4 including Asynchronous Lecture: <u>Textbook Readings:</u> Johnson p.35-47
Wk 5 9/25	<u>Aynchronous Lecture</u> Indigenous People Synchronous; class meeting 9:30-11:15am <u>Discussion/QTN 3</u> <u>Social Justice Group I;</u> Small Group discussions	Xenophobia, Genocide, and Indigenous People	Reflection 2: Due by 9/25 11:59pm QTN 3 due Social Justice 20 Group I; Indigenous Due 9/18 by 9:30am	<u>Canvas readings:</u> Review and complete Module Week 5 including Asynchronous Lecture: <u>Textbook Readings</u> Johnson pg 47-59
Wk 6 10/2	<u>Synchronous 8:30-11:15</u> <i>Guest speaker:</i> <i>Dr Darlene Grant, PhD,</i> <i>LCSW</i> <u>Discussion/QTN 4</u> <u>Social Justice Group 2</u>	Racism	Learning Reflection 3: Due by 10/2 11:59pm QTN 4 Due Social Justice 20 Group 2; Racism Due 10/2 by 11am	<u>Canvas readings:</u> Review and complete Module Week 6 <u>Textbook Readings</u> Johnson pg 60-76
Wk 7 10/9	<u>Synchronous 8:30-11:15</u> Guest Speaker Dr. Wings-Yanez. Ableism and disability <u>Discussion/QTN 5</u> <u>Social Justice 20 Group 3</u>	Ableism and Disability	Learning Reflection 4: Due by 10/9 11:59pm QTN 5 Due Social Justice 20 Group 3; Ablesim and disability due by 10/9	<u>Canvas readings:</u> Review and complete Module Week 7 <u>Textbook Readings:</u> Johnson pg 76-106
Wk 8 10/16	Asynchronous Lecture Nationalism and Immigrants Synchronous;	Nationalism, Xenophobia, and the Immigrant Experience	Learning Reflection 5 Due by 10/9 11:59pm	<u>Canvas readings:</u> Review and complete Module Week 8 including

	<p>class meeting 9:30-11:15am</p> <p><u>Discussion/QTN 7</u> <u>Social Justice Group 4;</u> Small Group discussions</p>		<p>QTN 6 Due</p> <p>Social Justice 20 Group 4 Nationalism Immigration due 10/16 by 8:30am</p>	<p><u>Asynchronous Lecture:</u></p> <p><u>Textbook Readings:</u> Johnson pg 107-134</p>
Wk 9 10/23	<p>Asynchronous Lecture feminism and Sexism</p> <p>Synchronous; class meeting 9:30-10:45am (experiential exercise)</p> <p><u>Discussion/QTN 7</u> <u>Social Justice Group 5;</u> Small Group discussions</p>	Feminism and the Women's Movement	<p>Learning Reflection 6 Due by 10/23 11:59pm</p> <p>QTN 7 Due</p> <p>Social Justice 20 Group 5 Due by 1/23 8:30am</p>	<p><u>Canvas readings:</u> Review and complete Module Week 9 including <u>Asynchronous Lecture:</u></p>
Wk 10 10/30	<p><u>Synchronous 8:30-11:15</u></p> <p><i>Guest Speaker - Paula Bohls, LCSW</i></p> <p><u>Discussion/QTN 8</u> <u>Social Justice Group 6</u> small group discussions</p>	LGBTQ issues and Social Justice	<p>Learning Reflection 7 Due by 10/30 11:59pm</p> <p>QTN 8 Due</p> <p>Social Justice 2020 Group 6 Due 10/30 by 8:30am</p>	<p><u>Canvas readings:</u> Review and complete Module Week 10 including video</p>
Wk 11 11/6	<p>Asynchronous: Voting Access another way to maintain power</p> <p>Synchronous; class meeting 9:30-10:45am</p> <p><u>Discussion/QTN 9</u></p> <p><u>Human Rights Organization Dyad ; 1-2</u></p>	Voting Access	<p>Learning Reflection 8 Due by 11/16 11:59pm</p> <p>QTN 9 Due</p> <p>Human Rights Organization Dyad (s) A</p>	<p><u>Canvas readings:</u> Review and complete Module Week 11 including <u>Asynchronous Lecture:</u></p>
Wk 12	<p>Asynchronous Lecture: Questions of Theocracy and</p>	Religious Oppression	<p>Learning Reflection 9</p>	<p><u>Canvas readings:</u> Review and complete</p>

11/13	Oppression <u>Synchronous;</u> <u>class meeting 9:30-</u> <u>10:45am</u> <u>Discussion/QTN 10</u> <u>Human Rights</u> <u>Organization Dyad ; 3-4</u>		Due by 11/13 11:59pm QTN 10 Due Human Rights Organization Dyad (s) B	Module Week 12 including Asynchronous Lecture:
Wk 13 11/20	Asynchronous Lecture: Systemic issues in criminal justice and education Synchronous; <u>class meeting 9:30-</u> <u>10:45am Discussion/QTN</u> <u>11</u> <u>Human Rights</u> <u>Organization Dyad ; 5-6</u>	Systemic issues in criminal justice and education	Learning Reflection 10 Due by 3/8 11:59pm QTN 11 Due Human Rights Organization Dyad (s) C	<u>Canvas readings:</u> Review and complete Module Week 13 including Asynchronous Lecture:
Wk 14 11/20	<u>Synchronous 8:30-11:15</u> Guest Speaker: Andrea Camilla Payne, youth post- foster care <u>Discussion/QTN 12</u> <u>Human Rights</u> <u>Organization Dyad ; 7-8</u>	Youth and Elder Oppression	QTN 12 Due Human Rights Organization Dyad (s) D, E	<u>Canvas readings:</u> Review and complete Module Week 14
Wk 14	11/25-11/27 Thanksgiving Break			
Wk 15 12/4	<ul style="list-style-type: none"> • Final Class – Wrap up and celebration • Review and presentation of Take a picture 		Take a picture Due 11/29 11:59pm Final Self Reflection Due by 12/3 11:59pm	•

X. BIBLIOGRAPHY

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