

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 310	Instructor:	Rosalie Ambrosino, PhD
Unique Number:	87535	Email:	rambrosino@utexas.edu
Semester:	Summer 2020	Office:	Remote
Meeting Time/Place:	Asynchronous offered via distance learning	Phone:	210-241-0391
		Office Hours:	TR 12:30-1:45 p.m. Other times by appointment

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (Cultural Diversity in the United States Flag)

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 is an introductory social work course in which students will learn about the profession of social work, its fields of practice, values and ethics, policies and history of the social work profession, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviate critical social problems, and promote well-being. The course will also offer knowledge and practice behaviors in engaging diversity and differences in social work practice. As an introduction to the social work profession, the course will discuss being a professional social worker and how to conduct oneself accordingly.

The course is also a UT Cultural Diversity in the United States Flag course and will focus on the underrepresented cultural groups of immigrants and refugees and women, covering the culture, perspectives and history of these groups.

The diversity of UT students and the diverse variables of their potential social work clients - as manifested by ethnicity, age, gender, sexual orientation, social class, and religious beliefs - will be explored in the context of the social work helping relationship.

Students will have the opportunity to assess their personal strengths and weaknesses and identify potential ethical conflicts with clients. The course will offer the knowledge of principles and practice behaviors to guide professional ethical decision-making.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Demonstrate and apply knowledge, values and skills of the social work profession.
2. Demonstrate and apply social work ethical principles to guide professional practice;

3. Demonstrate and apply knowledge about diversity and engage in diversity and differences in practice;
4. Explain the history of the social work profession and the American social welfare system;
5. Explain the various contexts and settings in which social workers practice, including the roles and functions that they perform, and respond to contexts that shape practice;
6. Identify some of the social, economic and political forces that have shaped the evolution of social welfare history, policies and services in the U.S.
7. Analyze the important ideologies, values and ethical decision-making process in the NASW Code of Ethics that have helped to shape social welfare and social work and that continue to guide the profession.
8. Demonstrate knowledge of how diversity variables, such as race and ethnicity, gender, age and sexual orientation affect the helping relationship, especially with populations at risk.
9. Describe and analyze major issues and trends in various areas of social work practice, such as child welfare, gerontology, substance dependence and domestic violence.
10. Critically analyze how social services enhance the individual and social wellbeing of people, promote social and economic justice, and advance human rights.
11. Develop an identification as a professional social worker and conduct oneself accordingly, assuming the student is interested in majoring in social work.
12. Assess one's strengths and weaknesses as a potential professional social worker.

III. TEACHING METHODS

The class is taught online and will use a form of blended learning where students learn content by analyzing readings and articles, watching videos, completing exercises, participating in virtual discussions, and completing remote service-learning activities. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles.

This course will highlight diverse perspectives of thought and encourage 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 service learning.

Students will need to have access to a computer with reliable internet connection to complete this course. This course will use an electronic Canvas site—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. You will also meet in small groups several times during the semester via zoom (the instructor will place you into a group of your peers whose schedule allows them to meet at the same time as you are available). The Help Desk, available through the UT home page (www.utexas.edu/its/help/), can assist you with your computer and Canvas and zoom questions. You can also call them at 475-9400.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Text:

Ambrosino, R., Ambrosino, R.J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction*. Boston: Cengage. (available electronically).

Other supplemental course materials (worksheets, assignments, resources, articles) will be posted on Canvas.

V. COURSE REQUIREMENTS

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| 1. Participation in weekly online discussions and assignments | 40% |
| 2. Service learning (10 hours and self-reflection) | 25% |
| 3. Cultural diversity paper | 20% |
| 4. Take-home exam | 15% |

SUMMARY OF COURSE REQUIREMENTS (Additional details can be found in the syllabus appendix)

- 1. Online Discussions and Assignments (See course schedule for due dates) 40%**
Each week, students will be required to watch videos and complete readings and exercises related to the topics of that week. In order to integrate what is learned for that week, as well as reflect on service learning experiences in relation to course work, students will be required to complete weekly assignments and incorporate their learning in a discussion forum on Canvas. PowerPoint presentations with links to readings and media resources will be posted Sunday-Wednesday, and you will have until Wednesday evening at 11:59 p.m. to complete the required assignment and linked online discussion for the week. You will then need to respond to at least two colleagues in the course no later than Friday evening at 11:59 p.m. Students should use critical thinking skills and integrate readings and synchronous materials in completing assignments and responding to the discussion prompt. Each week's assignments/discussion posts will count 8 points toward the final course grade.
- 2. Service Learning Completion (See appendix for additional information) 25%**
10 hours of service learning must be completed by the last day of class. A list of possible remote learning opportunities is posted on the course Canvas website. If you have another idea you would like to pursue, let the course instructor know. Note that activities must not be conducted in face-to-face settings for health reasons.
- 3. Cultural Diversity Paper (Due June 29; see appendix for more information) 20%**
Students will complete a 5-7 page, doubled-spaced paper addressing the intersectional nature of cultural diversity in the United States by examining two or more intersectional identities (race, ethnicity, class, sex, gender identity, sexual orientation, religion, refugee status, immigrant status, ability/disability). Students will meet in small groups

with the instructor via zoom during the second week of the course to discuss their ideas for the paper and get any questions/clarification needed about the paper or other aspects of the course.

4. Take Home Exam (Due July 11 at 11:59 p.m.) 15%

Students will be required to complete a take-home exam that gives students an opportunity to apply course content to a contemporary film (available on Netflix or Amazon prime).

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Assignments/discussion posts and peer responses	<ul style="list-style-type: none"> • Wednesdays 6/10, 6/17, 6/24, 7/1, and 7/8; • Responses to peers Fridays 6/12, 6/19, 6/26, and 7/3 	40%
Service learning completion	<ul style="list-style-type: none"> • Selection of service learning options form and liability sign-off to be completed on GivePulse due 6/15 • Update on service learning form due 7/1 • Documentation of all completed hours and self reflection due 7/11 	25%
Cultural diversity paper	<ul style="list-style-type: none"> • Monday, June 29 	20%
Film application/take home exam	<ul style="list-style-type: none"> • Saturday, July 11 	15%
		100

VI. GRADES

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

VII. CLASS POLICIES

1. **Instructor Contact:** If you wish to make an appointment to see me or have a question about the course, please send an email to me at rambrosino@utexas.edu. You can also call or text me at 210-241-0391 (cell) or we can set up a conference via zoom. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is online and interactive, with students learning from each other through virtual discussions as well as two-three scheduled small group one-hour sessions scheduled on zoom. The instructor will ask for several times during the week that you are available to meet and place you in a group with 4 or 5 peers who are also available at one of those times.
3. **Submission of Papers and Late Assignments:** Social workers are expected to be punctual in meeting deadlines. Assignments other than discussion board posts and responses must be submitted on Canvas in a word document (no PDF files) by 11:59 p.m. the day that an assignment is due. (Discussion board posts should be submitted directly to the discussion board rather than in a word or PDF document so your peers can read them easily.) Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. After one day of grace, late assignments 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.
4. **APA & References:** The 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 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 and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.
5. **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 by making an appointment to meet with the instructor, by email or phone, or via any other means selected by the student.
6. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and assignments are at the discretion of the instructor. Changes will be announced in a zoom session and posted on Canvas. It is the responsibility of students to inquire about any changes that might have been made in their absence.

VIII. UNIVERSITY POLICIES

1. **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.
2. **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/>.
3. **Professional Conduct and Civility in the Classroom:** The professor expects students to act as professionals in class. This means students should sign in on time for zoom class sessions, be prepared to participate in class discussions both online and in zoom sessions, 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 course 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.
4. **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/>.
5. **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, 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 courses, the university community, and the broader area communities.

6. **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 Office of Student Conduct and Academic Integrity, Office of the Dean of Students <https://deanofstudents.utexas.edu/conduct/>.
7. **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.
8. **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.
9. **Use of Email 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>.

10. **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.
11. **Title IX Reporting:** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, 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 <http://titleix.utexas.edu>.
12. **Campus Carry Policy:** The University’s policy on concealed fire arms 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.
13. **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.
14. **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>.
15. **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.

IX. Class Schedule

Date	Topic	Readings/ Assignment Due
Thursday 6/4	<ul style="list-style-type: none"> View introductory video posted on Canvas; Review syllabus; 	<ul style="list-style-type: none"> Syllabus Review information on service learning options, select tentative placement(s) and contact organizations
Week 1 Monday 6/8	<ul style="list-style-type: none"> The relationships between social work and social welfare Overview of history of social welfare in the United States Historical influences that shape social welfare today 	<ul style="list-style-type: none"> Text, Chapter 1, Social welfare, past and present; Chapter 2, Social work and other helping professions
Tuesday 6/9	<ul style="list-style-type: none"> Continuation of discussion on history of social work and social welfare The profession of social work 	
Wednesday 6/10	<ul style="list-style-type: none"> Frameworks to guide understanding social welfare issues and social work practice 	<ul style="list-style-type: none"> Text, Chapter 3, The ecological/systems perspective Discussion post 1 due incorporating application of content assignment
Friday 6/12		<ul style="list-style-type: none"> Responses to at least two peers' discussion posts 1 due Submission of form to instructor noting availability for small group meetings due
Week 2 Monday 6/15	<ul style="list-style-type: none"> Diversity and social justice Oppression and privilege One-hour small group meetings will be held this week via Zoom 	<ul style="list-style-type: none"> Text, Chapter 4, Diversity and Social Justice Selection of service learning options form and liability sign-off to be submitted on GivePulse

Tuesday 6/16	<ul style="list-style-type: none"> Continued discussion on diversity and social justice Structural racism, classism, sexism, and homophobia and impact on individuals, families and groups Impact of intersectionality 	<ul style="list-style-type: none"> Text, Chapter 5, Social work practice with individuals, families and groups Mattson, Intersectionality as a useful tool: Anti-oppressive social work and critical reflection (available through UT library; link in readings file on Canvas)
Wednesday 6/17	<ul style="list-style-type: none"> Social work practice with organizations and the community: Advocacy, community organization, social justice 	<ul style="list-style-type: none"> Text, Chapter 6, Social work practice with organizations and the community Discussion post 2 due incorporating application of content assignment
Friday 6/19		<ul style="list-style-type: none"> Responses to at least two peers' discussion posts 2 due
Week 3 Monday 6/22	<ul style="list-style-type: none"> Poverty and income assistance in the U.S. Disparities in race, ethnicity, class, and gender 	<ul style="list-style-type: none"> Text, Chapter 7, Poverty, income assistance and homelessness
Tuesday 6/23	<ul style="list-style-type: none"> Homelessness and affordable housing challenges in the U.S. Impact of gentrification 	
Wednesday 6/24	<ul style="list-style-type: none"> Health care: How the U.S. compares Health disparities in the U.S. Health care challenges 	<ul style="list-style-type: none"> Text, Chapter 8, Health care Discussion post 3 due incorporating application of content assignment
Friday 6/26		<ul style="list-style-type: none"> Responses to at least two peers' discussion posts 3 due
Week 4 Monday 6/29	<ul style="list-style-type: none"> Mental health, disabilities and substance use: Challenges in the U.S. Disparities in race, ethnicity, class and gender 	<ul style="list-style-type: none"> Text, Chapter 9, Mental health, substance use, and disability Diversity paper due at 11:59 p.m.

Tuesday 6/30	<ul style="list-style-type: none"> Challenges facing U.S. children, youth and families Disparities in race, class and gender Impact on immigrant families 	<ul style="list-style-type: none"> Text, Chapter 10, The needs of children, youth and families
Wednesday 7/1	Services to children, youth and families – divorce, interpersonal violence, child abuse and neglect	<ul style="list-style-type: none"> Text, Chapter 11, Services to children, youth and families Discussion post 4 due incorporating application of content assignment Update on service learning form to be completed and posted on Canvas
Friday 7/3		<ul style="list-style-type: none"> Responses to at least two peers' discussion 4 posts due Take home exam posted; View film for take-home exam (due 7/11)
Week 5 Monday 7/6	<ul style="list-style-type: none"> Older adults: Needs and services Disparities in race, class and gender in health care, income and housing One-hour small group meetings to share service learning experiences/times to be scheduled 	<ul style="list-style-type: none"> Text, Chapter 12, Older adults: Needs and Services
Tuesday 7/7	<ul style="list-style-type: none"> The U.S. juvenile and criminal justice systems Race, ethnic, and class disparities 	<ul style="list-style-type: none"> Text, Chapter 13, Criminal justice
Wednesday 7/8	<ul style="list-style-type: none"> Social work in international settings Work with immigrants and refugees 	<ul style="list-style-type: none"> Text, Chapter 16, The globalization of social work Discussion post 5 due incorporating application of content assignment (no responses to peers this week)
Saturday 7/11		<ul style="list-style-type: none"> Take-home exam and service learning portfolio due on Canvas by 11:59 p.m.

X. BIBLIOGRAPHY

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APPENDIX
ASSIGNMENT GUIDELINES

I. SERVICE LEARNING (counts 25% toward your final grade)

Students are required to complete 10 clock hours of service learning that provide an opportunity to learn about social welfare systems and diversity within the United States. This semester all activities will be completed remotely; there will be no face-to-face contact to protect you and others in the community. You have a choice of organizations and programs that are posted on the course Canvas website in the service learning file. If you have another option you would like to pursue, let your instructor know and if it is approved, we will add it to our list of options. The School of Social Work has a teaching assistant who coordinates service learning options, so you will have access to help in locating a placement of interest to you and completing the service learning requirements. Her contact information is sswservicelearning@austin.utexas.edu.

UT uses a website, GivePulse, <https://www.givepulse.com/>, which helps you locate a placement and also tracks the service hours that you input to the website as you complete hours once you have confirmed the placement.

When you find a placement of interest to you, you are required to contact the organization and agree to any requirements the agency has (i.e., attending an online orientation, serving as a volunteer for a specific amount of time which may be beyond the summer session). Most students complete their hours once a week throughout the semester. It may take time for you to complete required orientation depending on the agency's schedule (these hours may be counted toward the 10 clock hours), so secure your placement early so you don't have to clock extra hours at the end of the semester in order to meet course requirements.

The service learning file has a video that steps you through how to secure a placement, enter your choice, and post hours each time you complete them on the GivePulse site.

As you complete hours, log them into GivePulse. During the semester, you also should keep a journal of your service learning experiences, noting what you did to assist the organization, self-reflecting on your experiences and what you are learning, and including any questions that come up as you volunteer. You also can integrate relevant service learning experiences in your weekly discussion submissions. Additionally, students will complete the following during the semester:

- **Participation registration and liability agreement:** This form is accessible through the GivePulse website and is required. You must log in and register on the website when you have confirmation from an organization that you will be completing your service learning hours there. **You must log in and register no later than June 15.**
- **Agency selection form:** A service learning agency selection form (available on Canvas) must be submitted once you have secured a placement. **This form must be also submitted on GivePulse no later than June 15.** Note that you can complete the ten hours by working in more than one organization; however, the number of organizations should be limited so you can gain a better understanding of how the organization operates and the services it provides.

- Service learning update summary: Drawing from your journal, you are to submit a brief update submitted on Canvas **no later than July 1** providing an summary of your experiences to date (format available on Canvas in the service learning file). This summary will ask you to describe what you have done at the organization(s) to meet the learning objectives you established, as well as the number of hours you have completed to date. The purpose of this update is so you and the instructor can gauge whether you are on track to complete your ten hours or if you need assistance in doing so.
- Oral presentation reflecting on your service learning experience: Students will work in small groups, with each individual giving a 3-5 minute presentations **on zoom during the last week of class**, briefly describing their service learning experience, including what they did while at the organization, what they learned about the profession and client needs, and what they learned about themselves.
- Service learning portfolio: This will include submission of documentation of completion of your hours on GivePulse, an evaluation from your supervisor at the organization where you completed your hours, and a 3-5 page double-spaced paper focusing on your learning as you completed this requirement (note that it is good to keep an electronic version of this information for use when applying for admission to the social work major if that is your plan and/or applying for graduate school or employment).
 - Service learning reflection: This 3-5 page double-spaced paper should focus on your learning as you completed this requirement. It should address the following: the name of the agency and a brief description of the services provided and the population served; a brief description of your role at the agency and the tasks you completed; a summary of the specific activities in which you participated to complete your established learning objectives; and a reflection of your learning (the most important part of the paper) – e.g., about the organization, the roles of social workers if applicable, the experiences of those the organization serves, strengths and barriers that exist in meeting client needs including programs and policies, your own personal growth/challenges experienced during the semester as you completed this assignment, and a brief description of recommendations that could strengthen the organization/services provided.
 - Service learning hour log: This information should be downloaded from the GivePulse website and documents the 10 hours required to meet the guidelines for this assignment. It must be signed (electronic signature is fine) by your agency supervisor verifying your hours.
 - Service learning evaluation forms: You are to include a form from your supervisor/agency contact person evaluating your work at the agency (available on Canvas) and a self-evaluation form evaluating your views about your work as well as the agency and giving feedback about your experience there (you will be asked to do this by the Service Learning TA with a link to the survey who will then provide documentation to me that you have completed the survey).

Your portfolio is due on Canvas in a word or PDF document no later than June 11 at 11:59 p.m.

II. DISCUSSION POSTINGS INTEGRATING WEEKLY CONTENT AND ASSIGNMENTS (counts 40% toward your final grade)

Students are required to complete five weekly assignments that are then integrated into a learning reflection that integrates readings, content covered in asynchronous materials (PowerPoint slides, videos), and their service learning experiences. Prompts for each week's reflections will be posted on Canvas. Note that your discussion post should not be a regurgitation of readings or class content or a listing of what you did at your service learning placement, but your reflections about what you read, what was discussed in videos, the PowerPoints slides, and other materials you reviewed, and your service learning experience. Make connections between these components of the course, or connect content to personal or other "real world experiences" (e.g., previous and current life experiences, the Texas legislature, national and global policies and issues). There is no set expectation about what should be discussed in your reflection other than it must incorporate the information called for in the prompt and incorporate the week's readings and other materials, as students will have different interests and perspectives about what is important to them and their learning.

Reflections should generally be about one page single spaced, though there will be no penalty if you include additional pages. Citations should be included as appropriate following APA format. Initial postings will be due on Wednesday evenings at 11:59 p.m.

Then no later than Friday evenings at 11:59 p.m. you will read and respond to at least two peers' postings. Responses to peers should be between 1/3 to 1/2 in length, though after you have responded to two peers you can continue the conversation with shorter comments. Note that postings can be either a response to a student's initial posting or a response made to another student's initial posting. The idea is to deepen the conversation by asking additional questions, integrating content from other sources, and offering other ways of looking at the perspectives shared in the discussion. Since this course focuses on cultural diversity, it is suggested that you use the discussion board to learn from those who have had different experiences and different ways of thinking than you might have. Thus, it is suggested that you vary responses to different peers each week, rather than engaging in a dialogue with two individuals the entire semester who have similar life experiences and share your perspectives. Students are expected to be respectful as they dialogue with each other and to keep content shared confidential (see course and university policies.) Students will receive up to 8 points each week for their posts.

Initial posts will be due at 11:59 p.m. on the following dates: Wednesdays June 10, June 17, June 24, July 1, and July 8. Responses to peers will be due at 11:59 p.m. on Fridays June 12, June 19, June 26, and July 3. No peer response is due the last week of class.

III. CULTURAL DIVERSITY PAPER (counts 20% toward your final grade)

This course focuses on cultural diversity in the United States, and topics on various social welfare issues incorporate content on strengths and challenges experienced by various cultural groups. The course also incorporates content on the intersectionality of cultural identities: i.e., race, ethnicity, class, sex, gender and gender identity, sexual orientation, religion, ability/

disability, immigration status, refugee status, and the impact of the intersectionality (i.e. being female, lesbian and Latinx) on an individual's positionality within society (access to resources and power, experiences with oppression or privilege, and how that affects individual, family, and community outcomes. "In social work, intersectionality has been used as an analytical approach during recent years and it has been a way to understand both complex identities and how social structures affect people's living conditions" (Mattson, 2013, p. 10).

You are asked to complete a 5 page double-spaced paper addressing the intersectional nature of cultural diversity in the United States by examining two or more intersectional identities. You should start by identifying two or more intersecting identities involving race, ethnicity, class, gender, sexual orientation, age, nationality, religion, and /or disability, then critically analyze the inequities encountered by a person with these intersectional identities.

Your paper should follow the following outline. Include bolded headings except for your introduction (APA guidelines don't call for a heading with this heading):

- **Introduction**
 - Identify the identities you are writing about and why you are interested in exploring them
 - Basic demographic information
- **Social Structures and Inequities**
 - Identify some of the social structures that surround a person with these identities
 - What inequities are present?
- **Oppression**
 - What types of oppression exist for a person with these identities?
 - How do social structures contribute?
 - What concepts of power surround these identities?
- **Strengths**
 - What strengths might a person with these intersecting identities demonstrate and why?
- **Intersectional Viewpoint**
 - What would have been lost in other sections of the paper by examining identities without intersectionality?
- **Unconscious Assumptions and Reflections**
 - Think back to when you started writing this paper. What assumptions did you have about these identities or what you might find?
 - What remained invisible to you at the start?
 - How have your assumptions changed?
- **Conclusion**
 - Include a short conclusion summarizing your discussion.

This is a formal paper but may be written in first person due to the reflective nature of the assignment. APA format should be used in formatting and for citations. A minimum of four citations must be used for this paper with one of them the required use of the Mattson article (available through UT libraries/link is in course readings on SW 310 Canvas website).

Papers should be submitted in a word document (not a PDF file) on Canvas by 11:59 p.m. on Monday, June 29.

IV. TAKE-HOME EXAM (counts 15% toward your final grade)

Students will view a film (available on Netflix and Amazon in class which will be used as a case study for a take-home exam, applying content covered in the course to the film. The exam will be short-answer essay and will be posted on Canvas at least one week before it is due. Students are expected to complete this exam independently and will verify upon submission of the exam that all completed work is their own. **The exam will be due on Canvas Saturday, July 11 at 11:59 p.m.**