

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

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|-----------------------|------------------|----------------------|---------------------------------|
| Course Number: | SW 381S | Instructor: | Stacey Jordan |
| Unique Number: | 87575 | Email: | stacey.jordan@austin.utexas.edu |
| Semester: | Summer 2020 | Office: | N/A |
| Meeting Time: | Mon/Wed 8:30-11a | Office Phone: | N/A |
| Meeting Room: | Via Zoom | Office Hours: | By appointment |

FOUNDATIONS OF SOCIAL JUSTICE

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 practice; 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, students will be able to:

1. Critique and apply 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.

III. 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 affective 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

IV. TEACHING METHODS

This course is designed to provide an interactive online experience, including face-to-face via Zoom (like a traditional class) and online instruction.

Online sessions are a blend of direct instruction, and self-paced individual tasks using online platforms and web resources.

This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. service-learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings, watching, and activities prior to each class period. You are expected to participate in class. Class attendance is required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students and instructor.

To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. 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 Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

V. REQUIRED TEXT AND MATERIALS

Books

Johnson, A. G. (2017). *Privilege, power, and difference* (3rd ed). Boston, Mass: McGraw-Hill.

Freire, P., & Macedo, D. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition* (4th edition). New York: Bloomsbury Academic.

Subscription to Skyepack

- Go to www.skyepack.com
- Click on “**Create Account**”. Please make sure you are **using your university/school-assigned email address**.
- Skyepack will send you a verification email to the address used to create your account; follow the steps in the email to **Verify Your Account**.
- Go back to www.skyepack.com, login, and click on “**Channel Guide**” on the left sidebar.
- Select your school’s channel. (If you do not see this channel, email support@skyepack.com.) You will see the pack for your course listed here.
- From the drop-down menu on the course pack icon, select “**Add to My Collection**”.
- Pay the access fee using a debit, credit, or prepaid redemption card from your bookstore.
- Your course pack will now be available by selecting “**My Pack Collection**” from the left sidebar.

Additional reading and video links will be assigned and available to you electronically via Canvas.

VI. COURSE REQUIREMENTS

Class Participation (20 points)

Class participation points will include attendance, completion of items and questions online each week.

Self-Assessment (5 points)

Conduct an interview-style initial assessment of your own ideas and attitudes about diversity, privilege, and oppression. Make an audio or a video recording of yourself answering interview questions. (audio or video submission approx. 1 hour long)

Culture Chest (10 points)

Create a culture storyboard or podcast that includes the identities assigned to you in society and those that may be invisible by telling or illustrating taking pictures of items that represent those ideas and putting together a power-point.

Argument Map of an Op-Ed (15 points)

Map the arguments progression in an opinion/editorial chosen from the New York Times on an issue that is important to you. (2 pages)

Write your own Op Ed (15 points)

You will write a formal Opinion -Editorial about an issue that is important to you related to social justice, diversity, power, and oppression. (3 pages)

In Context (10 points)

Apply what you have learned via your own interpretation of an advertisement (1 referenced advertisement + 2 pages)

Final Exam (take home) (25 points)

VII. GRADES

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|----------------|----|
| 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 |

VIII. CLASS POLICIES

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

4. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

5. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op.

6. Use of Canvas: The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class.

7. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their Canvas email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

IX. 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/>.

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.

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.

X. COURSE SCHEDULE

| Dates | Topic | Coursework/Activity for the week | Turn In |
|----------------|-----------------------------------|--|--|
| Monday 6/8 | Introductions & Syllabus Review | | |
| Wednesday 6/10 | What’s the problem? | Skyepack Module 1 *Courage_West | Discussion Post: Introduce yourself |
| Monday 6/15 | Cultural Competence | Skyepack Module 2 *Johnson Ch.1-2 *Theoretical Frameworks_Bell *Preface_Therborn *PBS: Moyers & Company: Junot Diaz on Rewriting the Story of America (60m) | Self-Interview |
| Wednesday 6/17 | Positionality & Intersectionality | Skyepack Module 3 * Unpacking the Invisible Knapsack_MacIntosh * From New Orleans to Ferguson, a Decade of *Asserting Black lives Matter_Harris-Perry *Zinn: Ch’s 1-4/23-26 *Johnson Ch3-4 | |
| Monday 6/22 | History of Privilege | *Symbolic Racism, History, and Reality_Roppolo *YouTube: Michael Moore: A Brief History of the USA – Bowling for Columbine (5m) * <i>Blanton Visit</i> | |
| Wednesday 6/24 | Cycles of Socialization | Skyepack Module 4 *YouTube: Lana Wachowski receives the HRC Visibility Award (30m) | Culture Chest |

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| | | <p>*TED: iO Twillett Wright: 50 shades of gay (20)</p> <p>*TED: Stella Young: I'm not your inspiration, thank you very much (20m)</p> <p>* V.F. Cordova : America</p> <p>* Some: Grandfather's funeral</p> <p>* Coates: There lived a little boy who was misled...</p> | |
| Monday 6/29 | Structures that Influence Society | <p>Skyepack Module 5</p> <p>*The Economist: Capitalism in America</p> <p>*YouTube: Wealth Inequality in America</p> <p>* The Atlantic: Can schools be fixed?</p> <p>* Boston Review: The privatization of hope</p> <p>*Frontline: Dropout Nation (2h)</p> <p>*Jean Baker Miller: Domination and Subordination</p> <p>*Fields & Fields: Racecraft – Introduction</p> | |
| Wednesday 7/1 | Ways to frame the problems | <p>Skyepack Module 6</p> <p>*TED: Lee Mokobe: A powerful poem about what it feels like to be transgender (20m)</p> <p>*Toni Morrison: Being or becoming the stranger</p> <p>Implicit knowledge</p> <p>*TED: Jenni Chang and Lisa Dazols: This is what lgbt life is like around the world</p> <p>*Conservatism and Social Justice_ Stoesz</p> <p>*Johnson 5 & 6</p> | Argument Map |
| Monday 7/6 | Othering & Belonging | <p>Skyepack Module 7</p> <p>“Aging with Disabilities”</p> <p>“Recognizing Ableist Beliefs and Practices and Taking Action as An Ally”</p> <p>“Christian Privilege”</p> <p>*Wilson: How we find ourselves</p> <p>*TED: Rosie King: How Autism freed me to be myself (20m)</p> <p>*Essay_Sharon 'Shaz' Mthunzi</p> <p>*Johnson 7</p> | |
| Wednesday 10/30 | Implicit knowledge | <p>Skyepack Module 8</p> <p>*Pinkus “Discrimination comes in many forms”</p> <p>*Independent Lens: Prison State (2h)</p> <p>*Lost in Detention (film)</p> <p>*TED: Jimmy Carter: Why I believe the mistreatment of women is the</p> | Op Ed |

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| | | <p>number one human rights abuse (20m) *Adam Foss: TED.com</p> <p>Accessibility tour on the campus</p> | |
| Wednesday 7/8 | What are you going to do? Awake | <p>Skyepack Module 9 Independent Lens: Me Facing Life: Cyntoia's Story (1hr) YouTube: Pro Infirmis: Because Who Is Perfect? (4m) YouTube: Kiri Davis: A Girl Like Me (10m) TED: LZ Ganderson (20m) *TED: Mattieu Ricard How to let altruism by your guide (20m) *The Rules_Robertson</p> | |
| Monday 7/13 | Ally | <p>Skyepack Module 10 TED: Jane Novogratz: An Escape from Poverty (20m) TED: Aaron Huey: America's native prisoners of war (20m) TED: Tan Lee: My immigration story (20m) TED: Mellody Hobson (2014): Color blind or color brave? (20m) *Johnson 8 & 9 *visit LBJ Library</p> | In Context Reflection Paper |
| Wednesday 7/15 | Advocate | <p>Skyepack Module 11 * The Atlantic: The liberal Millennial revolution *TED: Ash Beckham: The fastest way to combat prejudice-open up *TED: Verna Myers How to Overcome our biases? Walk boldly toward them (20) *TED: Scilla Elsworthy Fighting with nonviolence (20)</p> | Final exam posted |
| Monday 7/20 | Activism | <p>Skyepack Module 12 "Allies" *Annah Anto-Pallindrome: This white feminist loved her dreadlocks- here's why she cut them off *Wronka: Human rights as the pillars of social justice *TED: Nate Garvis Change our culture, change our world (20) *TED: Emiliano Salinas A civil response to violence (20m) *TED: Ash Beckham: When to take a stand--and when to let it go (20m)</p> | |
| Monday 7/22 | | <p>Skyepack Module 13 * Don't Call Me LGBTQ_Rauch *Informality as a starting point_Edgar Pieterse</p> | |

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| | | *Freire: Pedagogy of the Oppressed *TED: Omar Ahmad Political Change with pen and paper (20m) *Johnson: Epilogue | |
| Wednesday 7/27 Last class day | | | Final Due |

XI. BIBLIOGRAPHY

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