

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

Course Number:	SW 310	Instructor:	Rosalie Ambrosino, PhD
Unique Number:	89480	Email:	rambrosino@utexas.edu
Semester:	Summer 2021	Office:	Remote
Meeting Time/Place:	TR 8:30-10:30 a.m. Zoom class; Asynchronous content MW	Phone:	210-241-0391
		Office Hours:	TR 10:30-11:30 a.m.; Other times by appointment

Introduction to Social Work and Social Welfare

I. COURSE DESCRIPTION

This is an introductory social work course in which you will learn about the profession of social work and its history: its areas of practice, values, and ethics. The history of social welfare policies in the United States is explored, as the timeline of social welfare policy decisions has shaped social work practice. You will learn about the human rights issues that impact and are impacted by social work. As an introduction to the social work profession, the course will critically discuss being a social worker and the current laws, policies, and ethics documents that guide practice. You will also be introduced to generalist social work practice at micro, mezzo, and macro levels.

Differences in and between communities – as categorized by racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status – will be explored in the context of social work. You will have the opportunity to assess your identities, strengths, and challenges and identify potential ethical conflicts in working directly with people. The course will explore beginning skills in engaging diversity, differences, and equity in social work practice.

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.

II. COURSE OBJECTIVES

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

1. Locate contexts and settings in which social workers practice, including the roles and functions that social workers perform.
2. Identify ways that an individual's assumptions, identities, values, and beliefs impact

- social work practice.
3. Provide a basic understanding of ecological systems theory, the strengths-based perspective, and critical race theory in relation to specific social problems.
 4. Identify the social work ethics, laws, and policies that guide practice, including the NASW Code of Ethics.
 5. Explain the history of social work within the United States social service system including:
 - a. The relationship to racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.
 - b. The social, economic, and political ideologies that have shaped the evolution of social welfare history, policies, and services in the U.S.
 6. Articulate a beginning knowledge of issues and concerns in the social work profession around racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.
 7. Give examples of social work leadership.
 8. Illustrate the importance of the impact of individual stories on the growth of social work, especially stories from people in oppressed groups.
 9. Describe possible career paths in social work.

III. CLASS FORMAT AND TEACHING METHODS

This course is designed to provide the student with a meaningful learning environment that will incorporate diverse perspectives of thought about social welfare and the role of social workers in addressing social welfare needs. The course will be taught online using both asynchronous (independent learning) and synchronous (group learning) sessions:

- No later than Thursday of the prior week, a module will be posted on Canvas giving an overview of the coming week's content and assignments, several narrated slide presentations with embedded video clips, links to all required readings for the week other than the text, and the links to any assignments due that week.
- On Mondays and Wednesdays, students will focus on asynchronous content (the narrated slide presentations with embedded video clips and readings for the week). Typically, students will use the Monday and Wednesday 8:30-10:15 a.m. protected time to complete the asynchronous module content and a weekly learning reflection.
- Required zoom class sessions will be held on Tuesdays and Thursdays from 8:30-10:15 a.m. Zoom sessions will focus on application of course content with limited lecture and viewing of media. Students will be expected to complete all readings and content in the module required for zoom class sessions and come to class prepared to apply course material through large and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- Students will also post a learning reflection on Canvas no later than Thursday at 11:59 p.m. Students will be expected to respond to at least two peers' reflections no later than Sunday at 11:59 p.m.

The class will be conducted using active learning approaches that will emphasize inclusion

and different learning styles. Students are expected to be open to learning and actively engaged in class and on-line discussions and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Both synchronous and asynchronous formats are designed to encourage student participation, input, and discussion.

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, 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 Canvas and zoom questions. You can also call them at 512-475-9400.

IV. REQUIRED TEXTS AND COURSE MATERIALS

Required Texts:

Cox, L., Tice, C., & Long, D. (2019). *Introduction to social work: An advocacy-based profession*. Sage.

Villavicencio Cornejo, K. (2020). *The undocumented Americans*. One World.

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

V. COURSE REQUIREMENTS

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| • Participation in weekly online discussions and assignments | 40% |
| • Participation in zoom class sessions | 10% |
| • Group presentation on social work response to a social welfare issue | 15% |
| • Cultural diversity paper | 20% |
| • Take-home exam (based on <i>The Undocumented Americans</i>) | 15% |

SUMMARY OF COURSE REQUIREMENTS (Additional details are in the syllabus appendix)

1. Class Participation – 10%

Students will be expected to participate actively in Zoom class sessions. This means having your camera on except in extenuating circumstances, not using your phone for texting or talking, and being engaged in small and large group discussions and activities. Students may miss one class session without penalty. Two points will be deducted from your final grade for each additional class session missed. Missing class will also impact your participation grade, as you cannot participate if you are not in class.

2. Online Learning Reflections (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. To integrate what is learned that week,

students will be required to complete weekly learning reflections in a discussion forum on Canvas.

PowerPoint presentations with links to readings and media resources will be posted Sunday and Tuesday (you can view materials during protected class time on Monday and Wednesday mornings), and you will have until Thursday evening at 11:59 p.m. to complete the required learning reflection for the week. You will then need to respond to at least two colleagues in the course no later than Sunday evening at 11:59 p.m. Students should use critical thinking skills and integrate readings and asynchronous materials in completing assignments and responding to the reflection prompt. Each week’s learning reflection and peer responses will count 8 points toward the final course grade.

3. Group Presentation on Social Work Response to a Social Welfare Issue 15%

Students will be divided into small groups based on interest in a social welfare issue. Each group will prepare a 20-30 minute presentation on the issue and how it impacts and is impacted by the social work profession, focusing on historical impact on how the issue is being addressed today; why the issue is important and who is impacted and how; what is being done to address the issue and how effective those strategies are; the roles of the social work profession in addressing the issue; identification of at least one social work-related organization that is focusing on the issue and how; and what other recommendations the group has to address the issue.

4. Cultural Diversity Paper (Due June 28) 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, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status) and how individuals with those identities are impacted by one or more social welfare issues covered in the course.

5. Take Home Exam (Due July 9 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 *The Undocumented Americans* (Cornejo Villavicencio, 2020).

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Participation in zoom class sessions Tuesdays and Thursdays	<ul style="list-style-type: none"> Class sessions 6/3, 6/8 and 10; 6/15 and 17; 6/22 and 24; 6/29 and 7/1; 7/6 and 8 	10%

Learning reflections and peer responses	<ul style="list-style-type: none"> • Thursdays 6/10, 6/17, 6/24, 7/1, and 7/8; • Responses to peers Sundays 6/13, 6/20, 6/27, and 7/5 	40%
Group presentation on social work response to a social welfare issue	<ul style="list-style-type: none"> • Depends on issue chosen by group 	15%
Cultural diversity paper	<ul style="list-style-type: none"> • Monday, June 28 at 11:59 p.m. 	20%
Book application/take home exam	<ul style="list-style-type: none"> • Friday, July 9 at 11:59 p.m. 	15%
Total points		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 zoom class sessions twice a week. Social workers are professional in attending required meetings and out of professional courtesy, communicate when they cannot be present. You can miss one class without penalty and still receive the full ten participation points. Two points will be deducted from your final grade for each class missed in addition, and you may also lose participation points since you cannot participate if you aren't in class.
3. **Submission of Papers and Late Assignments:** Social workers are expected to be punctual in meeting deadlines. Assignments other than learning reflections and responses must be submitted on Canvas in a word document (no PDF files) by 11:59 p.m. the day that the assignment is due. (Learning reflection 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 a paper has been plagiarized.
5. **Course Feedback:** Students will have one formal opportunity 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 be made by making an appointment to meet with the instructor, email or phone, or any other means selected by the student.
6. **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 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

The University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility.

Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct and Civility in the Classroom: The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as 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 Conduct and Academic Integrity, Office of the Dean of Students: <http://deanofstudents.https://deanofstudents.utexas.edu/conduct/>.

Use of Course Materials: The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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

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.

Classroom Confidentiality: Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find

UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Safety: As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL): If students 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.

IX. Class Schedule

Date	Topics	Readings/Assignments Due
Thursday 6/3 Zoom class	<ul style="list-style-type: none"> • Introduction to course • Creating a community of learners • Review syllabus and course requirements 	<ul style="list-style-type: none"> • Syllabus (on Canvas) • Due: Introduction to colleagues posted on Canvas Sunday, 6/6 at 11:59 p.m. • Submission of form on Canvas noting social welfare group topics of interest Sunday, 6/6 at 11:59 p.m.
Week 1 Monday 6/7 Module 1 Asynchronous content	<ul style="list-style-type: none"> • The profession of social work • The relationships between social work and social welfare • Ethics in social work 	<ul style="list-style-type: none"> • Text, Chapter 1, The social work profession • Module 1, Part I narrated slide presentation (on Canvas) • <i>NASW Code of Ethics</i> (on Canvas)

	<ul style="list-style-type: none"> • The importance of social and economic justice in social work 	<ul style="list-style-type: none"> • Kolivoski, et al., Critical race theory: Opportunities for application in social work practice and policy (on Canvas) • Racial justice webinar (on Canvas) • Podcast, Anti-colonialism in social work (on Canvas)
<p>Tuesday 6/8 Zoom class</p>	<ul style="list-style-type: none"> • Overview of history of social welfare in the United States • Historical influences that shape social welfare and social work today 	Text, Chapter 2, The history of social work
<p>Wednesday 6/9 Module I Asynchronous content</p>	<ul style="list-style-type: none"> • Generalist social work practice and its connection to social welfare issues • Ecological/systems and strengths perspectives 	<ul style="list-style-type: none"> • Text, Chapter 3, Generalist social work practice • Module 1, Part II narrated slide presentation (on Canvas) • Ambrosino, et al., The ecological/systems perspective (on Canvas) • Ted Talk on social work advocacy (on Canvas)
Date	Topics	Readings/Assignments Due
<p>Thursday 6/10 Zoom class</p>	<p>Advocacy in social work Application: Advocating for social change from a social work perspective Incorporating ecological/systems and strengths perspectives in advocacy work</p>	<ul style="list-style-type: none"> • Text, Chapter 4, Advocacy in social work • Due: Module 1 learning reflection 6/10 at 11:59 p.m. • Responses to at least two peers' module 1 reflections due Sunday, 6/13 at 11:59 p.m.
<p>Week 2 Monday 6/14 Module 2 Asynchronous content</p>	<ul style="list-style-type: none"> • Poverty and inequality • Who's poor and why: Structural inequity 	<ul style="list-style-type: none"> • Text, Chapter 5, Poverty and inequality • Module 2, Part I narrated slide presentation (on Canvas) • Excerpt from Seccombe, "So you think I drive a Cadillac?" (on Canvas)

		<ul style="list-style-type: none"> • Foster, Anchor babies and welfare queens: An essay on political rhetoric, gendered racism, and marginalization
<p>Tuesday 6/15</p> <p>Zoom class</p>	<ul style="list-style-type: none"> • Family and child welfare • Child maltreatment, adoption and foster care • Disparities in the child welfare system • School social work 	<ul style="list-style-type: none"> • Text, Chapter 6, Family and child welfare • Mattson, Intersectionality as a useful tool: Anti-oppressive social work and critical reflection (on Canvas)
<p>Wednesday 6/16</p> <p>Module 2 Asynchronous content</p>	<ul style="list-style-type: none"> • Health and health care • How the US compares • Disparities in health and the health care system 	<ul style="list-style-type: none"> • Text, Chapter 7, Health care and health challenges • Module 2, Part II narrated slide presentation (on Canvas) • Dunker & Benjamin, How structural inequalities in New York’s health care system exacerbate health disparities during the COVID 19 pandemic: A call for equitable reform (on Canvas) • Bowleg, The problem with the phrase women and minorities: Intersectionality-an important theoretical framework for public health (on Canvas)
Date	Topics	Readings/Assignments Due
<p>Thursday 6/17</p> <p>Zoom class</p>	<ul style="list-style-type: none"> • Physical, cognitive, and developmental challenges • Disparities, policies, and services 	<ul style="list-style-type: none"> • Text, Chapter 8, Physical, cognitive, and developmental challenges • Due: Module 2 learning reflection 6/17 at 11:59 p.m. • Responses to at least two peers’ module 2 reflections due Sunday, 6/20 at 11:59 p.m.

Week 3 Monday 6/21 Module 3 Asynchronous content	<ul style="list-style-type: none"> • Mental health • Cultural factors impacting how mental health is viewed • Mental health disparities 	<ul style="list-style-type: none"> • Text, Chapter 9 Mental health • Module 3, Part I narrated slide presentation (on Canvas) • Mendenhall & Frauenholtz, Mental health literacy: Social work's role in improving public mental health
Tuesday 6/22	<ul style="list-style-type: none"> • Substance use and other mental health challenges • Impact of addiction 	Text, Chapter 10, Substance use and addiction
Wednesday 6/23 Module 3 Asynchronous content	<ul style="list-style-type: none"> • Physical, social, and cultural aspects of aging • Implications of increasing aging population 	<ul style="list-style-type: none"> • Text, Chapter 11, Helping older adults • Module 3, Part II narrated slide presentation (on Canvas) • Ted Talk: Let's end ageism (on Canvas)
Thursday 6/24 Zoom class	Lab, no organized class Work on cultural diversity paper	<ul style="list-style-type: none"> • Due: Module 3 learning reflection 6/24 at 11:59 p.m. • Responses to at least two peers' module 3 reflections due Sunday, 6/27 at 11:59 p.m.
Week 4 Monday 6/28 Module 4 Asynchronous content	<ul style="list-style-type: none"> • .Overview of the criminal justice system • Disparities in race, ethnicity, class and gender 	<ul style="list-style-type: none"> • Text, Chapter 12, Criminal justice • Module 4, Part I narrated slide presentation (on Canvas) • Ted Talk Michelle Alexander (on Canvas) • Diversity paper due at 11:59 p.m.
Date	Topics	Readings/Assignments Due
Tuesday 6/29 Zoom class	<ul style="list-style-type: none"> • Limitations in home ownership • Homelessness • Challenges of affordable housing, evictions, gentrification, other housing policies and practices 	<ul style="list-style-type: none"> • Text, Chapter 13, Communities at risk and housing • Excerpt from Matthew Desmond, <i>Evicted</i> (on Canvas)

<p>Wednesday 6/30 Module 4 Asynchronous content</p>	<ul style="list-style-type: none"> • Changes in the workforce and workplace conditions • Disparities in employment • The social work workforce 	<ul style="list-style-type: none"> • Text, Chapter 14, The changing workplace • Module 4, Part II narrated slide presentation (on Canvas)
<p>Thursday 7/1 Zoom class</p>	<ul style="list-style-type: none"> • Circling back: Structural inequities and the ways they intersect to create opportunities for those in power and challenges for marginalized groups 	<ul style="list-style-type: none"> • Take home exam posted • Due: Module 4 learning reflection 7/1 at 11:59 p.m. • Responses to at least two peers' module 4 reflections Monday, 7/5 at 11:59 p.m.
<p>Week 5 Monday 7/5 Module 5 Asynchronous content</p>	<ul style="list-style-type: none"> • Environmentalism • Environmental issues • Environmental racism 	<ul style="list-style-type: none"> • Text, Chapter 16, Environmentalism • Module 5, Part I narrated slide presentation (on Canvas)
<p>Tuesday 7/6 Zoom class</p>	<ul style="list-style-type: none"> • Impact of global challenges • International social work • Work with immigrants and refugees 	<ul style="list-style-type: none"> • Text, Chapter 17 International social work • No white saviors (on Canvas)
<p>Wednesday 7/7 Module 5 Asynchronous content</p>	<ul style="list-style-type: none"> • The social work profession: Strengths and challenges • Career opportunities 	<ul style="list-style-type: none"> • Epilogue, Social work and self care • Module 5, Part II narrated slide presentation (on Canvas)
<p>Thursday 7/8 Zoom class</p>	<ul style="list-style-type: none"> • Application: <i>The Undocumented Americans</i> 	<ul style="list-style-type: none"> • Due: Module 5 learning reflection 7/8 at 11:59 p.m. (no peer responses) • Due: Take-home exam Friday, July 9, at 11:59 p.m.

X. BIBLIOGRAPHY

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press.
- Ambrosino, R., Ambrosino, R.J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction*. Cengage. (available electronically).
- Birkland, T.A. (2015). *An introduction to the policy process: Theories, concepts, and models of public policy making* (4th edition). Routledge.
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APPENDIX

ASSIGNMENT GUIDELINES

I. LEARNING REFLECTIONS INTEGRATING WEEKLY CONTENT AND ASSIGNMENTS (counts 40% toward your final grade)

- Students are required to complete five weekly learning reflections that integrate readings, content covered in asynchronous materials (PowerPoint slides, videos), and class discussions. Prompts for each week's reflections will be posted on Canvas. Note that your learning reflection should not be a regurgitation of readings or class content, but your reflections about what you read, what was discussed in videos, the PowerPoint slides, and other materials you reviewed. 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). You can also raise questions about materials that were unclear or that you would like to learn more about/discuss in class sessions.
- No other sources than the week's materials are needed unless the prompt specifically calls for them. 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. Post your reflection directly in the discussion space on Canvas rather than including it as a word or PDF document so your colleagues can access it easily. Citations should be included as appropriate following APA format with a reference list at the end of your reflection. **Initial postings will be due on Thursday evenings at 11:59 p.m.**
- Then no later than Sunday 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 page 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 have 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. Points will be determined by thoughtful responses to prompts that demonstrate critical thinking as well as integration of readings and asynchronous course materials.
- **Initial reflections are due at 11:59 p.m. on the following dates: Thursday June 10, 17, and 24; and July 1 and 8. Responses to at least two peers are due Sunday June 13, 20, and 27; and Monday, July 5. No peer responses are required for the July 8 reflection.**

II. GROUP PRESENTATION ON SOCIAL WORK RESPONSE TO A SOCIAL WELFARE ISSUE (Counts 15% toward your final grade)

- Students will be divided into small groups based on interest in a social welfare issue. Each group will prepare a presentation on the issue, focusing on historical impact on how the issue is being addressed today; why the issue is important and who is impacted and how; what is being done to address the issue and how effective those strategies are; identification of at least one social work-related organization that is focusing on the issue and how; and what other recommendations the group has to address the issue.
- **The due date for this assignment depends on your topic (see syllabus).** Your group can either present your case "in person" on zoom or pre-record your presentation and then respond to questions/ facilitate a discussion of your topic "in person" on zoom after showing your pre-recorded presentation. A goal of your presentation will be to have the class participate and discuss multiple perspectives on a social welfare topic and the roles of social workers in addressing that topic. A relevant portion of the assigned readings for the same week of class that the group's presentation takes place should be incorporated into your presentation. Groups should indicate how the readings informed their analysis of their topic. The readings may also be incorporated in the interactive discussion of the case with the class. Groups should speak with the instructor for clarification of which readings to reference.
- Presentations, including discussion, will last approximately 20-30 minutes. Presenters will lead the discussion and class members will actively ask questions and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use slides to ensure that your

material is organized and to help guide discussion, mirror a legislative hearing, staffing that many social workers engage in in their practice settings, use other forms of role plays, incorporate art and/or music, or whatever other approaches the group thinks fit best with the topic being presented. Each student must orally present a part of the group presentation to receive a grade.

- After the presentation, students will complete group participation evaluation forms (available on Canvas) for each member, including themselves. Typically, all members receive the same grade. However, if group members indicate that participation in planning and presenting the case analysis is uneven, up to 50% of the grade for this assignment will be adjusted accordingly, and some members may receive higher or lower grades than the assigned group grade. Critique and honest feedback are important parts of group process, so be sure that you are communicating with each other prior to your presentation to avoid grade discrepancies.

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 5-7 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 members of this group with these intersectional identities. You can discuss how these identities impact individuals focusing on one social welfare topic (i.e., disproportionality in homelessness, health and health care, foster care) or address more than one topic relevant to your population.

Your paper should use the following outline. Include bolded headings except for your introduction (APA guidelines do not call for a heading titled 'introduction'):

- 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/group with these identities
- What inequities are present? How do they impact the individuals with these identities?
- **Oppression**
 - What types of oppression exist for a person/group 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 (a required reading for this course).

Papers should be submitted in a word document (not a PDF file) on Canvas by 11:59 p.m. on Monday, June 28.

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

The book by Karla Cornejo Villavicencio, *The Undocumented Americans*, will be used as a case study for the take-home exam, applying content covered in the course to the book. 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 Friday, June 9, at 11:59 p.m.**