

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

Course Number:	SW 325/URB 354	Instructor:	Shane Whalley, MSSW
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Semester:	Fall 2021	Office:	SHSSW 3.104A
Meeting Time/Place:	Mondays/Wednesdays	Office Phone:	512-917-3565
	11am – 12:30pm	Office Hours:	Wednesdays, 12:30pm – 1:30pm
	ART 1.120		Other time 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. 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. 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.

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

III. TEACHING METHODS

The content of this course has the potential to be emotionally-charged. Guidelines will be established collaboratively by students and the instructor to create a respectful, safe and challenging learning environment. The instructor has the ultimate responsibility to manage differences and conflict that arise in the course. The instructor will incorporate a variety of teaching methods, including readings, lectures, discussions, audiovisual materials, guest speakers, small group activities, experiential learning exercises and student presentations. A variety of populations-at-risk groups will also be used to critically examine a social justice framework, with emphasis on values, diversity, privilege, power and oppression.

IV. REQUIRED TEXT AND MATERIALS

Required books:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Eds.). (2018). Readings for diversity and social justice (4th ed.). New York: Routledge.

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

Other readings will be posted on Canvas.

V. COURSE REQUIREMENTS

Class Attendance and Participation

10 pts

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. Class readings and assignments will require informed classroom participation. Attending the entire class period is expected in order to receive credit for attending class that day. You can miss two classes without losing any points for attendance. Points will be deducted if you miss more than two classes, and/or if you are late multiple times coming to class.

Personal Statement **10 pts.**

To assist you in beginning the course, write an essay answering the questions outlined on Canvas.

Implicit Bias Test Screenshot **5 pts.**

You will take the Harvard Project Implicit race inventory and one other inventory and capture a screenshot of the results to upload to Canvas.

Thought Papers (3 papers/5 pts each) **15 pts.**

The Thought Paper is a log of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. Before each paper is due the instructor will send/post “guiding questions.”

Culture Chest **10 pts.**

Create a culture storyboard narrating ‘identities’ assigned to you in society and those that may be invisible by illustrating your story with pictures of items that represent those ideas and putting together a PowerPoint.

In Context **10 pts.**

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

Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression **20 pts.**

For this project you will explore some of the overt and covert ways difference/diversity is played out and negotiated in society. You will use news articles to analyze social justice themes for one of the oppressed groups that we focus on in this class.

Final Reflection Paper **20 pts.**

This paper will give you a chance to reflect on your learning over the semester. Directions and questions for this paper will be handed out later in the semester.

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. Participation and Attendance

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings PRIOR to class and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Students will be allowed two (2) absences. These absences will include absences due to medical problems or other emergencies. Attendance will be taken each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student's final grade by 1.5 points for each class missed the two absences. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. Any student missing more than **six** classes in total (excused or unexcused) maybe in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in the class are due on the assignments dates and will be counted towards participation grades.

Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

2. Late Assignments

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 10% each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

3. Student Achievement

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

4. Student Feedback

Student feedback is welcome either informally or formally about class room learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

5. Assignment Changes

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

6. Cell phone and Laptop Use

Cell phones and laptops are not permitted in class unless instructor permission is given. Failure to comply with this expectation may result in a grade reduction in class participation grade.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Wed 8/25/21 Week 1	Introduction/Syllabus Review		
Mon 8/30/21 Week 2	Conceptual Frameworks		Johnson: Introduction Chapters 1 – 3 McIntosh: White Privilege: Unpacking the Invisible Knapsack (Canvas)
Wed 9/1/21	Conceptual Frameworks	Self-reflection due	Johnson: Chapters 4 - 6

Mon 9/6/21 Week 3	No class	Enjoy!	
Wed 9/8/21	Conceptual Frameworks		Johnson: Chapters 7 - epilogue
Mon 9/13/21 Week 4	Conceptual Frameworks	Thought Paper #1 due	Adams: Section 1 – Getting Started
Wed 9/15/21	Racism		Adams: Section 2 - Racism
Mon 9/20/21 Week 5	Racism (cont.)	Screenshot of IB test results Due	Okun and Jones: White Supremacy Culture (Canvas)
Wed 9/22/21	Classism		Adams: Section 3 - Classism
Mon 9/27/21 Week 6	Classism (cont.)		
Wed 9/29/21	Culture chest conversation	Culture Chest Due	
Mon 10/4/21 Week 7	Religious Oppression		Adams: Section 4 – Religious Oppression
Wed 10/6/21	Religious Oppression (cont.)	Thought Paper #2 due	
Mon 10/11/21 Week 8	Sexism		Adams: Section 5 – Sexism, Heterosexism and Trans* Oppression
Wed 10/13/21	Sexism (cont.)		

Mon 10/18/21 Week 9	Heterosexism		GLAAD: Media Reference Guide (Canvas) TBA
Wed 10/20/21	Heterosexism (cont.)		
Mon 10/25/21 Week 10	Cissexism		Cohen: “My Pronouns Are She/They. What Are Yours? My Pronouns Are She/They. What Are Yours?” (Canvas) TBA
Wed 10/27/21	Cissexism (cont.)	Thought Paper #3 due	
Mon 11/1/21 Week 11	Ableism		Adams: Section 6 - Ableism
Wed 11/3/21	Ableism (cont.)	In Context paper due	
Mon 11/8/21 Week 12	Ageism/Adultism		Adams: Section 7 – Youth Oppression and Elder Oppression
Wed 11/10/21	Ageism/Adultism (cont)	Thought Paper #4 due	
Mon 11/15/21 Week 13	Working for Social Justice		Adams: Section 8 -- Working for Social Justice: Visions and Strategies for Change
Wed 11/17/21	Discussion of paper	Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression Paper Due	
Mon 11/22/21 Week 14	How do we survive “the work?”		TBD
Wed 11/24/21	No class	Enjoy!	

Mon 11/29/21	Ally/Co-Conspirator		TBD
Week 15			
Wed 12/1/21	Advocate/Activist		TBD
Mon 12/6/21	Wrap up and Celebration	Final Paper due	
Week 16			

X. BIBLIOGRAPHY

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Eds.). (2018). Readings for diversity and social justice (4th ed.). New York: Routledge.

Brown, A., (2012, August, 6). St Louis racial equity summit keynote (notes). *adrienne maree brown*. <http://adriennemareebrown.net/2021/08/06/st-louis-racial-equity-summit-2021-keynote/>

Cohen, P. (2021, June 15). My pronouns are she/they. What are yours? *Harvard Business Review*. <https://hbr-org.cdn.ampproject.org/c/s/hbr.org/amp/2021/06/my-pronouns-are-she-they-what-are-yours>

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

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. <https://nymbp.org/uploads/2/6/6/0/26609299/whiteprivilege.pdf>