

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

<b>Course Number:</b>	SW 325	<b>Instructor:</b>	Robin Johnson, LCSW
<b>Unique Number:</b>	61305	<b>Email:</b>	Robin.johnson@utexas.edu
<b>Semester:</b>	Spring 2022	<b>Office:</b>	
<b>Meeting Time/Place:</b>	Mon and Wed	<b>Office Phone:</b>	512-333-1458
	9:30am- 11:00am SSW 2.118	<b>Office Hours:</b>	Monday, 11:30pm – 12:30pm Other time by appointment

**Foundations of Social Justice**

**I. STANDARDIZED COURSE DESCRIPTION**

This course focuses on recognizing injustice and constructing socially conscious responses to inequity using generalist social work practice. You will gain skills to identify and communicate about inequality affecting various identities and social statuses. You will understand different forms of marginalization by dominant groups and how unequal power relations adversely affect individuals, groups, and communities. You will also learn about frameworks that support discourse about inequity, marginalization, injustice, and exclusion, including the cycle of socialization, the tension between private troubles and public issues, systemic oppression, human rights, and strategies for socially conscious change. You will have the opportunity to explore your role in the promotion of social, racial, and economic justice.

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, you will be able to:

1. Demonstrate familiarity with the history and heritage of marginalized groups in the United States, including familiarity with the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, and intersectional links of oppression.
2. Understand the social construction of difference and how social construction factors into oppression by dominant groups.
3. Analyze basic principles and critiques of various social justice and human rights theories, perspectives, and practices, including, but not limited to, perspectives of anti-racism and

anti-oppressive theories, critical theories such as critical race theory, lat-crit and queer-crit, dis-crit, and feminist and narrative theories.

4. Examine anti-racism, centering racialization, using perspectives developed by Black, Indigenous and other scholars of color.
5. Critically examine use of ecological systems theory and strengths-based practice, and analyze factors of these perspectives that support or hinder equity, in the pursuit of social, racial and economic justice.
6. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and other oppressive ideas and actions and suggest strategies for change.
7. Critically examine how experiences of marginalization and oppression are similar and different in countries outside of the United States.
8. Critically examine personal and professional values, cultural perspectives and use of self in ethical, culturally humble, and socially just social work practices and leadership.
9. Identify and apply strategies to mitigate the ways in which historical and current marginalization is manifested in public policy, institutional structures, service delivery (including clinical assessment, planning, and intervention), and social work research.

## **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**

This course is designed to provide a blended learning experience, using both asynchronous and synchronous approaches. Asynchronous work is a blend of direct instruction and self-paced individual tasks using online platforms, web resources, and occasionally requiring an activity. Synchronous sessions consist of collective classroom time held on Mondays and Wednesdays from 9:30am – 11:00am In-Person as semester permits. You will participate in various methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. role playing, active learning, out of class activities) 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, the professor, and the TA.

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](http://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.

#### IV. REQUIRED TEXT AND MATERIALS

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

*Text can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>.*

Dyson, M. E., Favreau, M. (2022). *Unequal: A Story of America*. New York, Boston: Little, Brown and Company

*Text can be purchased at Baldwin & Co. Bookstore, website: <https://www.baldwinandcobooks.com/>*

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

#### V. COURSE REQUIREMENTS

**Attendance (10)** 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.

**Self-Assessment (10)** Conduct an interview-style initial assessment of your own ideas and attitudes about diversity, privilege, and oppression. An interview guide is provided on Canvas. Answer the questions honestly. Save them and use your answers to complete the

**Culture Chest (15)** Choose a small box for your “culture chest.” Place inside, 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, pieces of clothing, or anything you believe has a major influence on how you perceive and behave in the world. Decorate the outside of your box with 5 images (e.g., pictures, drawings, words, or phrases) that describe how you think others view your social identities (e.g., race, ethnicity, gender, sexual orientation, ability,

religion, social class, nationality, age, size) and have treated you based on these social identities. Students will record presenting their Culture Chest and upload video onto Canvas. Students will then complete a thought paper on 2-3 of their classmates Culture Chest presentation videos.

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

**Implicit Bias Test Screenshot (5)** You will take the Harvard Project Implicit race inventory and one other inventory and capture a screenshot of the results to upload to Canvas.

**Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression (15 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.

**In Context (10)** Apply what you have learned via an interpretation of an advertisement (1referenced advertisement + 2 pages)

**Final Paper (20)** Includes the common evaluation instrument for this course.

## 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. 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. Professional Communication and Interactions:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. **Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

**4. 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. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

**5. Assignments and Grades:** 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.

**6. 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.

**7. Use of Canvas:** The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

**8. 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 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.

**9. Classroom Courtesy:** As a courtesy to the class that meets after your class, please dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement.

## 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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://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.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

**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

Week	Topic	Primary oppression focus	Readings & Assignment Due dates
8/22 <b>1</b>	Introduction & Syllabus Review	*Topics Discussed *Semester Themes	
8/29 <b>2</b>	Conceptual Frameworks		<b>Johnson: Introduction, Chapters 1-3</b>
9/5 <b>3</b>	No class on 9/5- Enjoy  Conceptual Frameworks	<b>Self-Assessment Due by September 11<sup>th</sup> @11:59p</b>	<b>Johnson: Chapters 4-6</b>  <b>Assigned Canvas Readings and/or Videos</b>
9/12 <b>4</b>	Conceptual Frameworks	<b>Screenshot of IB test results Due</b>	<b>Johnson: Chapters 7-epilogue</b>  <b>Assigned Canvas Readings and/or Videos</b>
9/19 <b>5</b>	Conceptual Frameworks  Institutional Racism	<b>Thought Paper #1 due on September 25<sup>th</sup> @ 11:59p</b>	<b>Dyson &amp; Favreau: Chapters 1, 16, &amp; 19</b>  <b>McIntosh: White Privilege: Unpacking the Invisible Knapsack (Canvas)</b>
9/26 <b>6</b>	No in-person class- Asynchronous on 9/26  Institutional Racism (cont)		<b>Assigned Canvas Readings and/or Videos</b>
10/3 <b>7</b>	Economy & Workforce	<b>Culture Chest Due October 9<sup>th</sup> @11:59</b>	<b>Dyson &amp; Favreau: Chapters 9 &amp; 17</b>  <b>Assigned Canvas Readings and/or Videos</b>

10/10 <b>8</b>	Education		<b>Dyson &amp; Favreau: Chapters 6, 10, &amp;13</b>  <b>Assigned Canvas Readings and/or Videos</b>
10/17 <b>9</b>	Built Environment		<b>Dyson &amp; Favreau: Chapters 5, 15</b>  <b>Assigned Canvas Readings and/or Videos</b>

10/24 <b>10</b>	<b>No in-person, class-Asynchronous on 10/24</b>  Religion	Thought Paper #2 due on October 24 <sup>th</sup> @11:59	<b>Assigned Canvas Readings and/or Videos</b>
10/31 <b>11</b>	Criminal Justice		<b>Dyson &amp; Favreau: Chapters 2, 8, 14</b>  <b>Assigned Canvas Readings and/or Videos</b>
11/7 <b>12</b>	Healthcare	Thought Paper #3 due on November 13 <sup>th</sup> @11:59	<b>Dyson &amp; Favreau: Chapter 18</b>  <b>Assigned Canvas Readings and/or Videos</b>
11/14 <b>13</b>	Sex & Gender	In Context Reflection Paper Due by November 20 <sup>th</sup> @11:59p	<b>Dyson &amp; Favreau: Chapter 12</b>  <b>Assigned Canvas Readings and/or Videos</b>
11/21 <b>14</b>	<b>Fall Break- no class</b>		

11/28 <b>15</b>	Ableism/ Ageism/ Adultism	Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression Paper Due December 4 <sup>th</sup> @11:59p	<b>Assigned Canvas Readings and/or Videos</b>
12/5 <b>16</b>	<b>Last class day</b> Ally/Advocate/Activism		<b>Assigned Canvas Readings and/or Videos</b>
12/12	<b>Final Exam</b>	Final Paper Due	

## X. BIBLIOGRAPHY

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