

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

**SW 381S - FOUNDATIONS OF SOCIAL JUSTICE: VALUES, DIVERSITY, POWER &  
OPPRESSION**

<b>Course Number:</b>	SW 381S	<b>Instructor:</b>	Henrika McCoy, PhD
<b>Unique Number:</b>	61795	<b>Email:</b>	<a href="mailto:hmccoy@austin.utexas.edu">hmccoy@austin.utexas.edu</a> *preferred method of contact
<b>Semester:</b>	Fall 2023	<b>Office:</b>	SSW 3.106C
<b>Meeting Time/Place:</b>	Fridays 8:30am – 11:30am	<b>Office Phone:</b>	(512) 471-1003
	SSW 2.112	<b>Office Hours:</b>	By Appointment

## **I. STANDARIZED COURSE DESCRIPTION**

This course focuses on the origins and impacts of social, racial, economic, and environmental injustices and introduces students to actions to dismantle systems of oppression. A core emphasis is on the development of advocacy skills for diversity, equity, inclusion, and belonging at the micro, mezzo, and macro levels. Through self-reflection and collective learning, this course provides students with a shared language and structural analysis of racial inequity and oppression across social identities. These include 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. Course materials and activities lift counternarratives to emphasize the lived experiences of marginalized populations and intersectionality. Students will understand how marginalization from the dominant culture adversely affects individuals, groups, and populations. Students will explore the social construction of whiteness and understand the power and leverage it holds within society and the social work profession, identifying the systemic impact of anti-black racism. A variety of frameworks, including, but not limited to, ecological systems theory, critical race theory, feminist theory, the strengths-based perspective, and other theories with an anti-oppressive and antiracist focus will be used to support discourse on the social construction of race, cycle of socialization, systemic oppression, and strategies for community advocacy. In a collaborative learning community, students will develop their professional use of self and explore their role in promoting social, racial, economic, and environmental justice in assessment, planning, access to resources, research, and policies. Students will have an expanded understanding of the foundations of a socially just society and learn antiracist strategies to dismantle oppressive systems.

## **II. STANDARDIZED COURSE OBJECTIVES**

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

1. Engage in intentional practice to interrogate personal biases and assumptions related to intersectional identities and commit to this as a life-long process.

2. Explore the inherent power social work holds as a field and name social workers' responsibility to manage their capacity to gatekeep and create harm.
3. Analyze how various societal factors, such as capitalism, patriarchy, and ethnocentrism create and maintain structural oppression and power differentials.
4. Learn to build on and mobilize the resilience and strengths of clients and populations relegated to the margins, centering clients and populations as experts in their lived experience, to dismantle systems of oppression in social work practice.
5. Develop skills to navigate essential conversations about race and racism and incorporate antiracist principles into practice.
6. Identify and compare various historical and current social justice movements.

### **EPAS Competencies**

The Steve Hicks School of Social Work (SHS) has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the SHS 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Behavior 2a: Advocate for human rights at the individual, family, group, organizational, and community system levels

Behavior 2b: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice

#### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Behavior 3a: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

Behavior 3b: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

### **III. TEACHING METHODS**

This class will be taught using a variety of methods including lectures, peer-led instruction, videos, class discussions, small group activities, etc. To be successful, you must participate, take risks and "stretch" out of your comfort zone. You are expected to ask questions and actively engage. Please remember all in-class discussions related to personal values, beliefs, or life experiences must be kept confidential.

Use of Canvas for this course: This class uses Canvas – a Web-based course management system with password-protected access at <http://canvas.utexas.edu> - for confidential communication such as posting and submitting assignments. Readings that are not in the required text will be available on Canvas. Students can access Canvas Help 24/7 by calling 855-308-2494. Students are expected to enable notifications in Canvas. This will allow you to receive announcements updates as soon as they are posted.

#### IV. REQUIRED TEXT AND MATERIALS

Benner, K., Loeffler, D. N., & Pope, N. D. (2022). *Social, economic, and environmental justice: Building social work practice skills*. NY: Springer.

Johnson, A. G. (2018). *Privilege, power and difference*. NY: McGraw-Hill.

Additional required readings, videos, podcasts, and websites will be posted on Canvas.

#### V. COURSE REQUIREMENTS

Activity	Due Date	Points
Attendance/Class Participation	<i>Synchronous weeks</i> Sign in by 8:45am 08/25, 9/1, 9/8, 9/15, 9/29, 10/6, 10/13, 10/20, 10/27 11/10, 12/4 <i>*Asynchronous weeks</i> 09/22, 11/3, 11/17	14
Discussion Questions (DQ)	**TBR 8/29, 9/5, 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31	15
Common Assignment Part A	9/15	10
Common Assignment Part B	11/10	10
(In)Justice in the News	9/15, 9/29, 10/6, 10/13, 10/20, 10/27	10
Current Event Poster and Presentation	12/4	30
Peer Review	12/4	10
FREE POINT		1
<b>TOTAL</b>		<b>100</b>

\*The method for earning the week's point will be shared for each week.

\*\*TBR: To be received no later than 8:30am on the dates listed above

**Attendance and Class Participation:** This course is based on the premise that understanding and grappling with issues related to (in)justice begins with self-reflection and must include learning from one another as we each bring our experiences, knowledge, and analyses to mutual learning and reflection. Such learning requires that students attend and participate in all class synchronous sessions and contribute via all asynchronous activities. Constructive participation

of all students is a right and a responsibility. This portion of the grade will be evaluated at minimum by:

- Comments and questions in class
- Participation in dialogue (as contrasted with debate) with others in dyad, small group, and full-class exercises
- Evidence of reading, watching, or listening to the required materials
- Class attendance: At minimum, you must sign in on the sign-in sheet by 8:45am in order to earn credit for the week's attendance and class participation point.
- For asynchronous sessions, your attendance/participation grade will be based on engagement in a designated activity for that week.
- If class is cancelled, the instructor will provide an alternative method for earning your class attendance and participation grade for the week.

**Discussion Questions:** Each student must submit one well thought out question or point for discussion related to a required reading (or podcast or video if an option) for **each** week with the first to be submitted on 08/29 for Week 2 and the last to be submitted on 10/31 for Week 11. You will be submitting a total of 10 questions worth 1.5 points each. They will be used to help generate our weekly class discussions. Although your question or point of discussion may not be selected for a particular class discussion you are still required to submit one. Your questions are to be **received** no later than the Tuesday before each class session at 8:30am. If your question is not **received** by the designated time (8:30am on the Tuesday before) you will earn zero points for the week assignment (you are still encouraged to submit in order to help create a rich conversation in our class). Your question must relate to a specific reading, website, or podcast for the week – it should not be a general question that simply focuses on broader issues discussed in the class.

## **Common Assignment**

### **Part A**

- Use Jacobson and Mustafa's Social Identity Mapping Tool (2019) to create your own social identity map. (Pg. 4 of the article describes how to fill out the map.)
- <https://journals.sagepub.com/doi/pdf/10.1177/1609406919870075>
- Use your social identity map to write your positionality statement.
- Submit your social identity map, positionality statement and reflection on your positionality statement.
  - Possible questions to reflect on:
    - In which identities do you hold privilege/power? Which do you not hold privilege/power?
    - Which identities that you choose to put in the social identity map surprised you?
    - Were you aware of how each identity chosen impacts your life and the emotions behind it? Explain.

### **Part B:**

Directly observe and experience communities, organization, and individuals that may be outside of your cultural norms by attending an event. Reflect on your positionality as an attendee of the event. Write a 2-to-3-page self-reflection essay with the following components:

- Brief historical background of community of observation:

- Demographics
- Scope oppression
  - Impact of inequity on the community (e.g., health outcomes, arrests/incarceration, economic outcomes.)
  - Protective legislation or lack thereof.
- Reflection on how your positionality impacted your experience of the event and how it may have impacted members of the community who observed your presence.
- Provide examples of actions at the micro, mezzo, and macro level that can be used to promote positive change and justice for this community.

Social event examples:

- Art gallery featuring artists of color
- Meeting sponsored by an advocacy organization
- Lecture sponsored by an advocacy organization
- Protest rally

**Policy for late submissions (Common Assignment Part A):** If your assignment is submitted late, 2 points will be deducted per day your assignment is late. Assignments must be **received** by 8:30am on September 15<sup>th</sup>; thus, the first day late begins immediately at 8:31am on September 15<sup>th</sup> and the highest possible grade to be earned will be 8 points. The second late day begins at 8:31am on September 16<sup>th</sup> and the highest possible grade to be earned will be 6 points. The third late day begins at 8:31am on September 17<sup>th</sup> and the highest possible grade to be earned will be 4 points. The fourth late day begins at 8:31am on September 18<sup>th</sup> and the highest possible grade to be earned will be 2 points. If submitted after 8:31am on September 18<sup>th</sup> you will earn 0 points. Because this assignment is required program-wide you should submit this assignment even if you have to submit late. The only exception to this rule is if there is an extenuating circumstance (e.g., injury, illness, birth or death in the family); documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance, when possible**, for such circumstances so that alternative arrangements can be made.

**Policy for late submissions (Common Assignment Part B):** If your assignment is submitted late, 2 points will be deducted per day your assignment is late. Assignments must be received by 8:30am on November 10<sup>th</sup>; thus, the first day late begins immediately at 8:31am on November 10<sup>th</sup> and the highest possible grade to be earned will be 8 points. The second late day begins at 8:31am on November 11<sup>th</sup> and the highest possible grade to be earned will be 6 points. The third late day begins at 8:31am on November 12<sup>th</sup> and the highest possible grade to be earned will be 4 points. The fourth late day begins at 8:31am on November 13<sup>th</sup> and the highest possible grade to be earned will be 2 points. If submitted after 8:31am on November 14<sup>th</sup> you will earn 0 points. Because this assignment is required program-wide you should submit this assignment even if you have to submit late. The only exception to this rule is if there is an extenuating circumstance (e.g., injury, illness, birth or death in the family); documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance, when possible**, for such circumstances so that alternative arrangements can be made.

**(In)Justice in the News:** This assignment is designed to help you see the connection between (in)justice and current affairs in various spheres of life. Sometimes people think categorically

and treat (in)justice as a separate issue from other social issues. In this assignment, your challenge is to identify the connection between (in)justice, other social issues, and current affairs.

- 1) This assignment will be competed in triads (if class numbers do not allow all triads this may change to include a dyad or quad) with each person in the pair/group earning the same grade.
- 2) You should look at a paper or electronic edition of a major newspaper (e.g., the *Austin American-Statesman*, *Chicago Tribune*, *New York Times*, *Washington Post*, *USA Today*, or another widely read national newspaper (online only newspapers, magazines, and any other online only sources are unacceptable) and find an article (an editorial or blog will not count) that highlights an issue reflective of (in)justice in current affairs throughout current society. Your article can be no older than January 1, 2023.
- 3) You should write a brief summary (250 words or less) stating what the article is about.
- 4) You should also write a brief analysis (250 words or less) about the connection between (in)justice and the article's topic.
- 5) On the day of your presentation, you should submit a hard copy of the newspaper article, your summary, **and** your brief analysis (if you present to the class but forget to turn in the article, your summary, **and** your brief analysis, you will earn zero points).
- 6) You are required to submit a list of your group members with an indication of which each member participated to the completion of the assignment. The division of labor is up to your group members, but it should be fair. I strongly encourage everyone to participate in some portion of the verbal component of the assignment.
- 7) You will also be responsible for sharing your article and analysis with the class. You will be allotted **a maximum of five minutes** for sharing your summary and brief analysis about the article with the class and **approximately five minutes** for engaging in a brief class discussion about your article.

A failure to complete any of the aforementioned requirements will result in you earning zero points for the assignment. Your group will not be allowed to reschedule your presentation to another day unless there are extenuating circumstances (e.g., injury, illness, birth, or death in the family) impacting the entire group (please note that you may be asked to provide supporting documentation). For such circumstances, a new presentation date will be negotiated. If your group fails to present on your scheduled day for any other reason, you will receive **zero** points for this assignment.

NOTE: A group can present without all members. If this occurs and is approved, the missing member(s) will receive zero points unless they have experienced an extenuating circumstance like one previously identified. In such a case, an alternative strategy for earning a grade will be arranged for that group member. Please see the instructor **in advance of the presentation date, when possible,** for such circumstances; alternative arrangements will be made for the individual group member.

**(In)Justice Current Event Presentation:** This assignment will be completed in groups (the number of people per group will be determined after the first day of class once the class census is finalized). This assignment is designed to allow you to explore more in-depth the connection between (in)justice and current affairs in various spheres of life. You will select from one a list of pre-determined topic areas and apply the knowledge that you have gained throughout the

semester about (in)justice, relate it to a current event, and apply the principles needed to advocate and advance social justice. This assignment is also designed to help you work collectively to make a practical link between course content and the potential for social action.

You should embrace this assignment as an opportunity to take a deep dive into understanding the (in)justice experienced by a group living in the United States. You are encouraged to explore the generational and interpersonal dynamics that impact the area/population and use a strengths-based perspective. You should also use an intersectional approach in presenting data around demographics, disparities, and policies.

Your presentation will be in the format of a poster (I highly recommend that you do not use a font less than 18) followed by a Q & A period that will last no more than 15 minutes. Your poster must include the following four distinct sections – bolded so as to clearly delineate each one:

- 1) **Past:** this section should provide a historical context for your selected (in)justice topic.
- 2) **Present:** this section should provide a contextual overview of the (in)justice issue in society, and how the issue is currently reflected in society. You are highly encouraged to highlight the issue through the lenses of privilege, oppression, and power.
- 3) **Future:** this section focuses on an action plan to address the (in)justice issue you have identified. You must highlight the specifics that you will take to address the issue. Your action plan must include:
  - a) A clearly stated goal written at the top of this section.
  - b) A clearly stated sphere of influence for your intervention (e.g., a community, an agency, Congress, etc.) written at the top of the section.
  - c) The specific steps you will take for implementing your action plan (this **must** include a group plan, but may also include individual tasks or responsibilities)
  - d) The specific actions you would like to pursue related to the issue that will interrupt or combat the (in)justice identified.
- 4) **Literature Support:** this section should demonstrate how literature supports the action plan you have decided to implement. In this section identify a quote from each reading below that supports why you have chosen the action you have selected. You will identify a quote and state why it served as an impetus for your specific action from **each of the following sources (four total):**
  - a) Benner, Loeffler, & Pope (2022) – Chapter 15: A Call to Action: Justice-Informed Social Work Practice (pp. 275-283).
  - b) Johnson (2018) -- Chapter 9: What can we do? (pp. 107-134)
  - c) Any two additional readings from required readings throughout the semester.
  - d) You must use proper APA (7th edition) citation format when stating the information and on your reference list to document which readings you are using.

You must also submit a **Work Plan:** this is not a section on your poster but a separate **maximum two-page document** (1-inch margins, 12 point, Times New Roman font, double-spaced, single-sided) that will be submitted to me. Please use the bolded words indicated below as your headings for each section:

- a) **Behaviors:** What behaviors or steps on your part would taking this action entail?

- b) **Resources:** What resources or materials (people, space, information, etc.), if any would you need to achieve your goal?
- c) **Access:** How will you access those resources?
- d) **Risks:** What hazards or risks are involved?
- e) **Obstacles:** What obstacles might you encounter?
- f) **Reduce:** What will you do to reduce or overcome these obstacles?
- g) **Supports:** What supports do you need?
- h) **Location:** Where will you find such support?
- i) **Evaluation:** How will you measure/evaluate your success? (How will you differentiate slow change from failure?)

\*Adapted from Ambrosino, Austin, Grant and Van Soest (1997); Nagda (1997); and Appendix 6I - taken from *Teaching for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge.

Your final product submissions for this assignment are: 1) a poster, 2) your work plan, 3) a reference page, and 4) a typed list of the tasks completed to get ready for the presentation and the name of the person(s) who completed the tasks. You must also sign the list; your signature indicates that you agree that each person completed the task(s) as indicated a list indicating which member of your group contributed to what component of the presentation. Each student must participate in the verbal Q & A portion of the presentation.

**Policy for late presentations: Your group presentation must be completed on the assigned day. If it is not, the group will receive a failing grade.** All presentations are scheduled for December 4<sup>th</sup>. If it is not completed on December 4<sup>th</sup> your group will receive zero points. **Your group will not have the opportunity to reschedule.** If you are a member of a group that presents and you do not participate, you will receive zero points, regardless of what grade your group earns. The only exception to this rule, for an individual member, is if there is a severely extenuating circumstance (e.g., injury, illness, birth, or death in the family); documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance of the presentation date, when possible,** for such circumstances; alternative arrangements will be made for the individual group member.

**Peer Review:** In addition to participating in the (In)Justice Current Event Presentation, you will also be responsible for reviewing another group's presentation. You will not be assigning a grade; however, you will provide comments and your ratings and comments will ultimately be provided anonymously and in aggregate with my feedback to the group for the assignment. After reviewing the group's poster, you must create a question that can be asked of the groups during their Q&A. You will write that question on your Peer Review form. This question should be substantive in nature and reflect a genuine interest in the topic and material presented. You will earn credit for creating and including the question on your Peer Review form, regardless of whether you have the opportunity to ask the group your question.

On the day of the presentation, I will provide you with a feedback form that you will complete during the presentation. You will submit your form to me when the presentation is over. In order to earn points for this assignment you must submit your form. If you are late on the day you are to complete your peer review, and you miss a portion of the group's presentation your grade will



be deducted points proportional to the amount of the presentation that you missed - **you will not earn the full points for this assignment**. You must submit your form to be eligible for the full points. Each component must be completed in order to be eligible to earn full points.

If you are absent on the day of the oral and poster presentations, you will not be allowed to make-up the assignment and you will earn zero points for this assignment. The only exception to this rule is if there is an extenuating circumstance (e.g., injury, illness, birth, or death in the family); documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance, when possible**, for such circumstances so that alternative arrangements can be made.

## 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

**ATTENDANCE AND PARTICIPATION.** Attendance and participation for the entire class is expected for all students. This portion of the grade will be determined by contributions of comments and questions in class, evidence of reading the required materials, participation in class activities, positive class engagement, and class attendance. Excessive lateness may result in a deduction of attendance/participation points. An absence will only be counted as excused if there is a severely extenuating circumstance (e.g., injury, illness, birth or death in the family); documentation will likely need to be provided to the instructor for such an event. **You must sign the attendance sign-in sheet by 8:45am to have your attendance counted - this is your responsibility.** If you are delayed on the way to class, and know that you will be late, you may email [hmccoy@austin.utexas.edu](mailto:hmccoy@austin.utexas.edu) letting me know. I must receive your email with a timestamp of **before 8:30am**. If I receive your email, I will waive your requirement to sign in by 8:45am. This option for a waiver can be used only twice.

**PAPERS.** Students are expected to produce high quality assignments in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to APA 7<sup>th</sup> edition as the current style of citation. Students are encouraged to consult with the SSW writing

consultant. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

**USE OF CANVAS IN CLASS.** In this class the professor uses Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

**PROFESSIONAL COMMUNICATION AND INTERACTIONS.** 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 making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability.

**WRITING STYLE.** The Publication Manual of the American Psychological Association Seventh 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. A free, online resource for APA formatting can be found here:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**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 via Canvas. Students should check their email frequently. Note that some of the links to documents and videos on Canvas may change. Documents, new links or alternate options will be provided.

## **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.

**ACCESSIBLE/COMPLIANT STATEMENT:** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

**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 DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including

faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**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
<p><b>8/25</b> <b>Week 1</b></p>	<p><b>Semester Overview</b></p> <ul style="list-style-type: none"> <li>• Course Expectations</li> <li>• Dialogue v. Debate</li> <li>• NASW Code of Ethics</li> </ul>		<p>See Canvas</p>
<p><b>9/1</b> <b>Week 2</b></p>	<p><b>Power, Privilege, Difference, &amp; Oppression:</b></p>	<p>Discussion Question 1 Due 08/29</p>	<p>Johnson, Chapter 2</p> <p>Benner, Loeffler, &amp; Pope (2022), Chapters 1, 2, 3</p> <p>See Canvas</p>
<p><b>9/8</b> <b>Week 3</b></p>	<p><b>Power, Privilege, Difference, &amp; Oppression:</b></p> <p><b>Systems of Oppression:</b></p>	<p>Discussion Question 2 Due 09/05</p>	<p>Johnson Chapter 4, 7, 8</p> <p>Benner, Loeffler, &amp; Pope (2022), Chapter 13</p> <p>See Canvas</p>

<b>9/15 Week 4</b>	<b>Racialized Justice</b>	Discussion Question 3 Due 09/12  Common Assignment Part A Due	Benner, Loeffler, & Pope (2022), Chapters 5, 6, 11  See Canvas
<b>9/22 Asynchronous Week 5</b>	<b>LGBTQIA+ Justice</b>	Discussion Question 4 Due 09/19	See Canvas
<b>9/29 Week 6</b>	<b>Economic Justice and Environmental Justice</b>	Discussion Question 5 Due 09/26	Johnson Chapter 3  Benner, Loeffler, & Pope (2022), Chapter 4, 9, & 10, 12  See Canvas
<b>10/6 Week 7</b>	<b>Education</b>	Discussion Question 6 Due 10/03	Benner, Loeffler, & Pope (2022), Chapter 5  See Canvas
<b>10/13 Week 8</b>	<b>Immigrant Rights</b>	Discussion Question 7 Due 10/10	See Canvas
<b>10/20 Week 9</b>	<b>Juvenile and Criminal Justice (Legal) System</b>	Discussion Question 8 Due 10/17	Benner, Loeffler, & Pope (2022), Chapter 6  See Canvas
<b>10/27 Week 10</b>	<b>Health and Mental Health Disparities Justice</b>	Discussion Question 9 Due 10/24	Benner, Loeffler, & Pope (2022), Chapters 7 & 8

			See Canvas
<b>11/3 Asynchronous Week 11</b>	<b>Women's Rights and Reproductive Justice</b>	Discussion Question 10 Due 10/31	See Canvas
<b>11/10 Week 12</b>	<b>Healing Justice and Community Organizing</b>	Common Assignment Part B Due	Johnson Chapters 8, 9  Benner, Loeffler, & Pope (2022), Chapters, 14, 15  See Canvas
<b>11/17 Asynchronous Week 13</b>	<b>(In)Justice Current Event Presentation Planning Week</b>		
<b>11/24 NO CLASS Week 14</b>	<b>THANKSGIVING</b>		
<b>12/1 Week 15</b>	<b>Next steps  WRAP UP</b>	(In)Justice Current Event Presentation  Peer Review	

## **X. BIBLIOGRAPHY:**

Abrams, L & Moio, J (2009) Critical Race Theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-261. doi: 10.5175/JSWE.2009.200700109

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (2013). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. (3<sup>rd</sup>. ed.). New York: Routledge.

Alexander, M. (2012). The color of justice. In *The New Jim Crow: Mass incarceration in the age of the colorblindness* (pp. 97-104). New York: The New Press.

Corley, N. A., & Young, S. M. (2018). Is social work still racist? A content analysis of recent literature. *Social work*, 63(4), 317-326.



- Crenshaw, Kimberlé W. (1995.) Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Critical Race Theory: The key writings that formed the movement.* (pp. 357-83). K. Crenshaw, N. Gotanda, G. Peller, and K. Thomas. (Eds.) NY: New Press,
- Jadalla, A. A., Hattar, M., & Schubert, C. C. (2015). Acculturation as a predictor of health promoting and lifestyle practices of Arab Americans: A descriptive study. *Journal of Cultural Diversity*, 22(2), 15-22.
- Kiang, L., Witkow, M. R., & Thompson, T. L. (2016). Model minority stereotyping, perceived discrimination, and adjustment among adolescents from Asian American backgrounds. *Journal of Youth Adolescence*, 45(7), 1366-1379.
- Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for application in social work practice and policy. *Families in Society: The Journal of Contemporary Social Services*, 95(4), 269-276.
- Lee, E., & Johnstone, M. (2023). Critical pedagogy to promote critical social work: translating social justice into direct social work practice. *Social Work Education*, 1-14. doi: 10.1080/02615479.2023.2185602
- Musto, M., Cooky, C., & Messner, M. A. (2017). “From fizzle to sizzle!” Televised sports news and the production of gender-bland sexism. *Gender & Society*, 31(5), 573-596.
- Nicotera, A. (2019) Social justice and social work, a fierce urgency: Recommendations for social work social justice pedagogy. *Journal of Social Work Education*, 55(3), 460-475. doi: 10.1080/10437797.2019.1600443
- Olcoń, & Gulbas, L. E. (2021). “Their needs are higher than what I can do”: Moral distress in providers working with Latino immigrant families. *Qualitative Social Work: Research and Practice*, 20(4), 967–983. <https://doi.org/10.1177/1473325020919804>
- Pyles, L. (2020). Healing justice, transformative justice, and holistic self-care for social workers. *Social Work*, 65(2), 178–187.
- Zaino, K., Brockenbrough, E., Cruz, C., Johnson, L. P., & Nicolazzo, Z. (2023). “It’s This Practice of Being With”: A Kitchen-Table Talk on Queer and LGBTQ+ Educational Justice. *Equity & Excellence in Education*, 56(1-2), 8-23.
- Zinn, H. (2015). *A people’s history of the United States* (Thirty-fifth anniversary edition). NY: Harper Perennial.