

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

Course Number:	SW 381S	Instructor:	Jesús Ortega, LMSW Pronouns: He/Him/El
Unique Number:	60935	Email:	Jesus.ortega@austin.utexas.edu
Semester:	Fall 2024	Office:	In-person
Meeting Time/Place:	Fridays 8:30 -11:30 a.m.	Office Phone:	512-415-0193
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**SW 381S - FOUNDATIONS OF SOCIAL JUSTICE:
VALUES, DIVERSITY, POWER & OPPRESSION**

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 and 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. CLASS FORMAT AND TEACHING METHODS

This course is designed to provide you with a meaningful learning experience that will incorporate diverse perspectives of thought about social, racial, economic, and environmental injustices and their impacts on individuals, families, groups, and communities. The course will be taught using both asynchronous (independent learning) and synchronous (group learning) sessions:

- Required class sessions will be held on Fridays from 8:00-11:00 a.m. through the semester. You will be expected to complete all readings and content in the module *prior* to coming to Friday's class and to come to class prepared to apply module material through whole class and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- The class will be conducted using active learning approaches that emphasize inclusion and

different learning styles. You are expected to be open to learning and actively engaged in class and online discussions and activities, to take appropriate personal risks, and to demonstrate knowledge, critical thinking, and self-reflection in class discussions, written assignments, and presentations throughout the semester.

- You will need to have access to a computer with reliable internet connection to complete this course. This course will use an electronic Canvas site – a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is your responsibility to ensure that your email address is correct on this site so that class emails are received. To reach your class site on Canvas, go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page (www.utexas.edu/its/help/), can assist you with your computer, Canvas, and Zoom questions. You can also call them at 512-475-9400.

IV. REQUIRED TEXTS AND MATERIALS

- Required text: Adams, M., Blumenfeld, W.J., Catalano, D. C., DeJong, K., Hackman, H.W., Hopkins, L.E., Love, B. J., Peters, M.L., Shlasko, D. & Zuniga, X. (4th Ed). *Readings for diversity and social justice*. Routledge.
- Selected readings: Additional readings from other books, journals, and media will also be assigned and will be available either on UT Canvas or electronically through the UT Library

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements. (See syllabus appendix for detailed descriptions and grading rubrics.):

- 1. Learning Reflections and Response** – 10% of course grade
During the semester you will complete one learning reflection that incorporates integration and application of content covered in the course on week 8th of the semester. You will also respond to at least two peers' reflections when you submit your reflection.
- 2. Common Assignment** – 30% of grade
This assignment is completed by all students taking this course and is used to measure student progress in meeting competencies set forth by the Council on Social Work Education as part of the SHS's reaccreditation process. This assignment is completed in two parts:
Part A asks you to map your social identities and positionality and reflect on whether they afford you power and privilege, oppression and marginalization, or some of each and their impact on your lived experiences.
Part B asks you to directly observe and experience communities, organizations and individuals that may be outside your cultural norms by attending an event and writing a self-reflection on the event and your positionality as an attendee.
- 3. Facilitating Class Discussion** – 20% of course grade
You will work with one of your colleagues to facilitate a 20-30 minute class discussion on content in one of the course modules. Your discussion will draw on readings and asynchronous materials covered in the module, though you can also incorporate other materials and activities that engage your colleagues in applying content. You will use social justice, anti-racist, and anti-oppressive lenses to explore the connection between the injustices incorporated in the readings and asynchronous materials for that week and ways to advocate for a change in practice or policy to address identified injustices.

4. (In)Justice Impact Presentation – 30% of course grade

This assignment will be completed in groups, with each group exploring an in-depth connection between at least one identified (in)justice and its impact on a group living in the U.S. in various spheres of life (i.e., denying gender-affirming care to youth who are transgender; mass incarceration of African American males). 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 focusing on demographics, disparities, and policies and practices. Each group will give a 20-30 minute presentation on findings, followed by a Q & A period that lasts no more than 10-15 minutes.

5. Class Participation - 10% of course grade

Attendance and active participation are critical to the teaching and learning in this course. You are expected to be in Zoom class sessions the full class session with your camera on, or, in extenuating circumstances, to notify the instructor if you cannot attend. You may miss one Zoom class session without penalty. Two points will be deducted from your final grade for each additional Zoom class missed. Your participation grade will be determined by attendance and quality of contribution as demonstrated by your preparation level. Preparation and participation include completing readings and assignments by stated due dates, coming to class prepared to discuss them, “being present” and involved in experiential activities and discussions either verbally or in the Zoom chat, and contributing fully and equitably to group assignments and discussion. Note that even if absences are excused, missing more than one Zoom class can impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present.

Summary of required assignments and due dates:

Assignment	Individual or group assignment	Date due	% toward your final grade
Learning Reflections	Individual	Oct. 18	10%
Facilitating Class Discussion	Dyad	Depends on topic	20%
Common assignment Part A	Individual		15%
Common assignment Part B	Individual		15%
(In)justice impact presentation	Group	Nov.	30%
Class participation	Individual	NA	10%
TOTAL			100%

VI. GRADES

Overall Criteria for Evaluating Student Assignments

Your work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines for all assignments are provided at the end of the syllabus. The University requires that all faculty use the same grading system (see grading scale under University policies). Note that to receive a passing grade, ALL assignments must be completed and all course expectations met.

Grading Scale:

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*		D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	+	
				<i>*minimum to pass course</i>		64.0 to 66.999	D
						60.0 to 63.999	D-
						Below 60.0	F

VII. CLASS POLICIES

- 1. Creating an Environment Conducive to Learning:** During the semester we will be discussing many topics that can be addressed from different perspectives. It's important that we learn from each other and allow space for sharing our perspectives in ways that are respectful and facilitate learning. We will establish ground rules as a community of learners during our first Zoom class session. You may be triggered by some of the content discussed and can step away from discussion if this occurs. I am also willing to accommodate your learning if this is an issue for you, and we can meet to discuss options. Class rosters include your name that you have on file with the UT Registrar. I will address you with the name and pronouns that you prefer if you let me know so I can update the roster.
- 2. Instructor Contact:** If you wish to make an appointment to see me, cannot attend a Zoom class, or have a question about the course, please send me an email at rambrosino@utexas.edu. You can also call or text me at 210-241-0391 (cell) or we can set up a conference via Zoom. I check my e-mail and phone messages regularly and will respond as quickly as possible.
- 3. Attendance:** Even though this is an online course, one expectation is that we will be learning from each other. Your presence in our Zoom class sessions is necessary for everyone's success in our course. You are allowed to miss one class Zoom session without penalty. Keep in mind that any absence after the first one may impact your engagement with content and ideas shared in class, your ability to work effectively with any assigned groups, and your participation grade. Two points per missed class beyond one will also be deducted from your final grade. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. (Note that to be counted "present" for a Zoom class, you must have your camera on. If you are only present for part of a class, you will receive partial credit for that session.)
- 4. Electronic Devices and Zoom Participation:** You will need a computer with a video camera and microphone and Internet access for Zoom sessions. Electronic devices (cell phones, laptops) are welcome in class to support learning. Please be mindful that they do not serve as a distraction to you or your colleagues in our Zoom sessions. Have cell phones on vibrate or turned off during class unless you are using them for your Zoom connection. If you receive an emergency call, mute your audio and video connections until you are finished with the call. You are expected to be actively engaged during Zoom class sessions. This mean having your camera on (you will not be counted present if your camera is not on unless you have permission from me), participating in breakout sessions and large class discussions, and, unless given permission by the instructor, serving as a group discussion facilitator at least once during the semester.

- 5. Submission of Papers and Late Assignments:** All assignments other than the learning reflections and peer responses must be submitted as a Word document on Canvas. Learning reflections and peer responses should be posted directly in the discussion section of the course. To receive full credit, all assignments must be submitted no later than 24 hours after an assignment due date unless you have requested an extension from the instructor. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, and the like are not considered legitimate reasons for missing an assignment deadline. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

You will be given one “day of grace” before late points are deducted; any assignments submitted after that will result in a reduction of 5% for each day the assignment is late. Because grade averages on Canvas only reflect graded assignments and not those that you have not completed if you have not submitted an assignment ten calendar days after the due date a grade of 0 will be recorded to allow you to have a realistic view of their current course grade. If exceptions are made to allow you to submit an assignment past that date because of extenuating circumstances, the grade will be changed after the assignment has been submitted and graded.

- 6. Use of AI, API, APA & References:** The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools such as ChatGPT in this source for generating ideas, outlining an approach, or answering questions is permitted. However, submitting an assignment that has been written by an AI source and is not your own work is prohibited. All AI writing tools should be used with caution and with proper citation. Failing to properly cite AI when submitting an assignment will constitute a violation of UT’s rules on academic integrity.

The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association 7th edition. Information on APA style and format can be found on the UT library website. Another excellent source is Purdue University’s Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others’ ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is your original work. Regardless of the results of any TurnItIn submission, as the instructor I will make the final determination as to whether a paper has been plagiarized.

Note that when you submit a paper, TurnItIn will let you know how much of the content is the same as content from another document or generated using AI and will allow you to conduct your own TurnItIn check prior to submitting your assignment. I encourage you to do your own check.

- 7. Course Feedback:** You will have two opportunities to evaluate the quality of the course and instruction. About midway into the course, you will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, you should feel free to comment on the quality of the course and instruction and suggest changes that will increase your learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means you choose.

- 8. Course Modifications:** Any modifications, amendments, or changes to the syllabus and/or assignments are at my discretion as the instructor. Changes will be announced in class. It is your responsibility to inquire about any changes that might have been made in your absence; all changes will be published on Canvas.

VIII. UNIVERSITY POLICIES

- 1. Attendance and Academic Behavior:** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.
- 2. 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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.
- 3. 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.
- 4. 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>.
- 5. 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.
- 6. 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>.

Steve Hicks School of Social Work Policies

1. **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.
2. **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.
3. **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 and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.
4. **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.

Resources, Prevention of Discrimination, and Safety

1. **Disability Accommodation 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: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.
2. **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.
3. **Covid-19 Related Information:** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>
4. **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/>.
5. **Title IX Accommodations for Those Pregnant, Nursing and Parenting:** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who

work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

6. **Campus Carry Policy:** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.
7. **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.
8. **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 (full citations for readings are in bibliography section)

Date	Topics	Assignments Due	Readings (*on Canvas)
<u>Week 1</u> August 30	<ul style="list-style-type: none"> • Introductions • Course overview and expectations • Guidelines for class discussion 	<ul style="list-style-type: none"> • Obtain required text 	<ul style="list-style-type: none"> • * Syllabus
<u>Week 2</u> September 6	Module 1 <ul style="list-style-type: none"> • Core concepts: Social, racial, economic, and environmental justice and injustice • Pairs/groups for discussion and injustice assignments 	SUBMIT: <ul style="list-style-type: none"> • Discussion and injustice topic preferences by 9/6 	<ul style="list-style-type: none"> • Adams et al., Section 1, Getting started: Core concepts for social justice education, pp. 1-64 • *Ambrosino et al., Ecological/systems framework
<u>Week 3</u> September 13	Module 2 <ul style="list-style-type: none"> • Racism and racial injustice 		<ul style="list-style-type: none"> • Adams et al., Section 2, Racism, pp. 65-162 • *Kolivoski, et al., Critical race theory: Opportunities for application in social work practice and policy
<u>Week 4</u> September 20	Module 2 <ul style="list-style-type: none"> • Racism and racial injustice 		<ul style="list-style-type: none"> • Adams et al., Section 2, Racism, pp. 65-162 • *Kolivoski, et al., Critical race theory: Opportunities for application in social work practice and policy

Date	Topics	Assignments Due	• Readings (*on Canvas)
Week 5 September 27	Module 3 • Classism and economic injustice	Common assignment Part A (social identity map) by 9/27 by 11:59 pm	<ul style="list-style-type: none"> • Adams et al., Section 3, Classism, pp. 163-246 • *Mattson, Intersectionality as a useful tool: Anti-oppressive social work and critical reflection
Week 6 October 4th	Module 4 • Religious oppression • National origin and immigrant/refugee status and oppression		<ul style="list-style-type: none"> • Adams, et al., Section 4 Religious oppression, pp. 247-340 • *Bolter, Immigration has been a defining, often contentious, element throughout U.S. history
Week 7 October 11th	Module 5 • Immigrants and Refugees +		• XXXXXXXXXXXXX

Date	Topics	Assignments Due	Readings (*on Canvas)
<p><u>Week 8</u> October 18 NO in-person class</p>	<p>Module 5</p> <ul style="list-style-type: none"> Sexism, heterosexism, and trans-oppression LGBTQ+ 	<p>SUBMIT: Submit a reflection and learnings on Readings on Canvas from</p> <ul style="list-style-type: none"> Adams, et al., Section 5 Sexism, heterosexism, and trans*oppression, pp. 341-466 <p>and respond to at least two of your classmates' reflections and comments (By 11:59pm on 10/18)</p>	<ul style="list-style-type: none"> Adams, et al., Section 5 Sexism, heterosexism, and trans*oppression, pp. 341-466
<p><u>Week 9</u> October 24</p>	<p>Module 7</p> <ul style="list-style-type: none"> Review Sexism, heterosexism, and trans-oppression LGBTQ+ Ableism and oppression 		<p>Adams et al., Section 6 Ableism, pp. 467-544</p> <p>Video on Dis Ability.</p>
<p><u>Week 10</u> November 1st</p>	<p>Module 8</p> <ul style="list-style-type: none"> Ageism: Youth and elder oppression 		<ul style="list-style-type: none"> Adams et al., Section 7 Youth and elder oppression, pp. 545-598
<p><u>Week 11th</u> November 8th Event Engagement No in-person class</p>	<ul style="list-style-type: none"> Community Engagement and Community Building for Justice 		<ul style="list-style-type: none"> Find and attend an event in the Community or Community Group that is working towards social justice
<p><u>Week 12th</u> November 15</p>	<ul style="list-style-type: none"> Working for social justice: Visions and strategies for change 		<ul style="list-style-type: none"> Adams et al., Section 8 Working for social justice: Visions and strategies for change, pp. 599-652

Week 13th November 22	<ul style="list-style-type: none"> • (In)Justice Impact Group presentations 	<p>One copy of your group presentation on Canvas by 11/22</p> <p>Group participant evaluations by 11/22</p>	<ul style="list-style-type: none"> •
Week 14th Nov. 25- 29 Fall Break	<ul style="list-style-type: none"> • Fall Break – No classes 		
Week 15th December 6	<ul style="list-style-type: none"> • (In)Justice Impact Group Presentation 	<p>One copy of your group presentation on Canvas by 12/06</p> <p>Group participant evaluations by 12/06</p>	<ul style="list-style-type: none"> •
Week 16th December 13	<ul style="list-style-type: none"> • Building Social Justice Movements in the U.S and Abroad 	<p>SUBMIT:</p> <p>Common assignment Part B (social identity map) by 12/13 by 11:59 pm</p>	<ul style="list-style-type: none"> • Human Rights Principles and Values as we work towards Social Justice

X. BIBLIOGRAPHY (Not intended to replace your own literature searches)

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**CHOICE SHEET FOR PREFERRED DISCUSSION AND GROUP TOPICS
(to be submitted on Canvas by June 9)**

Name: _____

Topics of interest to you in facilitating group discussion (be sure you will be present on the dates you choose)	1st	2nd	3rd	4th
<p>List module number in rank order of interest in the 4 columns with #1 your first preference</p> <p>Module 2 Race and racism (9/20) Module 3 Class and classism (9/27) Module 4 Religion, religious oppression (10/4) Module 4 Immigrants and refugees (10/11) Module 5 Sexism, heterosexism, and trans oppression (10/25) Module 6 Ableism (10/25) Module 7 Ageism – youth and elder Oppression (11/1)</p>				

Topics of interest to you for (In)Justice Impact Presentation (given on Dec 3-10)	1st	2nd	3rd	4th
List topic in rank order of interest with #1 your first preference 1. Policing 2. Mental health 3. Health care 4. Reproductive injustice 5. Environmental injustice 6. Criminal justice system injustices 7. Housing 8. Financial institutions 9. Education 10. Immigration 11. LGBTQIA+ 12. Other (please identify topic/s you are interested in exploring)				

APPENDIX
ASSIGNMENT GUIDELINES

LEARNING REFLECTIONS - 20% of final course grade (based on 4 reflections; 5 points each)

1. **LEARNING REFLECTION EXERCISE-** (based on your reflection; and review of two classmates' reflections– Due Oct. 18 by 11:59 pm) 10% of final grade.

- Responses should be reflective and integrate content from materials reading of that week 8 (the textbook, readings on Canvas, slides, videos, and other materials in the module) with appropriate citations; they should not be merely a summary of materials. You also can apply content to your own life experiences, work or volunteer experiences, or earlier class discussions and raise questions about materials that are unclear or that you would like to learn more about/discuss in class sessions. No other sources are needed unless the prompt specifically calls for them. Responses to peers should also deepen the conversation, integrating course content, comparing perspectives shared, and asking thoughtful questions, rather than just a brief “great commentary – I agree!”
- Reflections will be graded using the following rubric:
 - ✓ Responded to prompt, demonstrated understanding of and incorporated content from readings and other course materials including cultural factors, and applied content drawing on both reflective and critical thinking skills (5 points)
 - ✓ Responded to two peers, building on and deepening the peer’s discussion by asking thoughtful questions, integrating course content, and comparing

- personal perspectives and/or experiences (2.5 points)
 - ✓ Discussion and peer responses demonstrated coherent conceptualization and organization of ideas, effective use of writing mechanics (grammar, spelling and punctuation), and appropriate use of sources including citations (2.5 points)
- Grades will be calculated based on the highest 4 grades, so you will have the option of completing 4 of the 8 reflections or dropping your lowest grades if you complete more than 4.

FACILITATION CLASS DISCUSSION - 10% of final course grade

This assignment is designed to help facilitate conversations about injustice, power, privilege, marginalization and oppression and to demonstrate critical thinking about topics covered in our course. Sometimes people think categorically and treat injustice as separate issues from other social issues; however, race, class, and other identities can impact access to education, employment, housing, health and mental health care, and other arenas that impact not only daily life, but well-being and longevity. In this assignment, your challenge is to identify connections between injustice, social issues, and readings/asynchronous materials included in one of the course modules and to generate discussion questions and/or a relevant activity to engage your colleagues in understanding and applying module content.

This assignment will be completed in dyads/pairs with each pair earning the same grade unless you have demonstrated that the work was unevenly distributed. You will be paired up based on your input regarding the module topics of most interest to you that you are to submit by June 9 (form is available in the welcome module on Canvas and on page 19 of this syllabus).

- Your facilitated discussion/application of content should be 20-30 minutes in length. Your work will be presented during the first 30 minutes of class, after check-in.
- You are to generate topics – guided open-ended questions are suggested – that lend themselves to understanding and application of the content in the module to which you have been assigned. You can also incorporate some type of experiential activity to facilitate learning and discussion.
- You are to incorporate at least 5 of the week’s readings in your presentation. You can also incorporate a recent news article or media clip that relates to the module and use it as springboard for discussion.
- Identify a theory included in this course or another one that’s relevant, giving a brief explanation of the theory and showing how you have applied it to understand the injustices and their impact covered in the assigned module. (One option is to ask the class what theories they would draw on and why and then identify your choice and compare them to what your colleagues suggest.)
- Finally, using an anti-racist and anti-oppressive lens, what strategies would you suggest be put in place to address the disparities/injustices covered in the module?
- Note that you may incorporate slides to guide your presentation if you wish but they are not required. (Assignment adapted from previous assignments developed by Henrietta McCoy and Starla Simmons)

COMMON ASSIGNMENT - 30% of final course grade (Part A due /28; Part B due 7/19)

Part A (15% of final course grade)

- Use Jacobson and Mustafa’s Social Identity Mapping Tool (2019) to create your own social identity map. (Page 4 of the article describes how to fill out the map/link to article is below)
- <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? In which identities do you not hold privilege/power?
 - Which identities that you chose 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 (15% of final course grade)

Directly observe and experience communities, organizations, 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 levels that can be used to promote positive change and justice for this community.

Social event examples:

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

(In)Justice Impact Group Presentation -30% of final course grade

This assignment will be completed in small groups to learn more about an injustice experienced by one or more groups covered in this course of interest to you. (Examples include the impact of barring access to gender-affirming health care for transgender youth, the mass incarceration of African American males, or the barriers unaccompanied minors who are undocumented and detained at the border face.

This assignment is designed to allow you to explore more in-depth the connections between injustice and current affairs in various spheres of life. You will apply knowledge you have gained throughout the semester about injustices and the principles needed to advocate for and advance social justice in your presentation. The 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 injustice 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. Although you may draw on other theoretical perspectives, you should use an intersectional approach in presenting data around demographics, disparities, and policies and programs.

Your work will culminate in a presentation on the last class day, December 6 & 13. This presentation can be in either an infographic or slides format lasting 20-30 minutes, followed by a Q & A period lasting no more than 15 minutes.

Your presentation must include the following sections:

- Past:** This section should provide a contextual overview of your selected (in)justice topic including an explanation of interpretations of group identities, demographic information, and disparities.
- 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 encouraged to highlight the issue through the lenses of privilege, oppression, and power. This section should also incorporate an explanation of interpretations of group identities, demographic information, and disparities.
- 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 clearly stated goal
 - A clearly stated sphere of influence for your intervention (e.g., a community, an agency/organization, the Texas legislature, U.S. Congress)
 - The specific steps needed to implement your proposed action plan
 - The specific actions you would like to pursue personally related to the issue that will interrupt or combat the (in)justice identified.
- Literature:** This section should demonstrate how literature supports the action plan you have decided to implement.
- In this section, incorporate a quote from at least four readings required this semester that supports why you have chosen the action you have selected. Be sure that each quote demonstrates why it has served as an impetus for your specific action.
 - This section should also incorporate a theoretical perspective that your group drew on to guide you in developing your presentation and action plan. Give a brief description of the theoretical perspective with a source and explain how you applied it to your topic.
- References:** Include a reference page with at least 5 sources cited in APA format.

(Adapted from assignments developed by Henrika McCoy and Starla Simmons)

Note that following your group's presentation, you will complete a participant evaluation form for each group member, including yourself, rating the member's level of effort in the group. If there are discrepancies in ratings among members, up to 50% of this assignment grade can be adjusted based on members' feedback. Forms are available in the assignment section of the course on Canvas.