

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

<b>Course Number:</b>	SW 325	<b>Instructor:</b>	Mx. Shane Whalley Pronouns: ze/hir/hirs
<b>Unique Number:</b>	60905	<b>Email:</b>	swhalley@utexas.edu
<b>Semester:</b>	Spring 2025	<b>Office:</b>	TBD
<b>Meeting Time/Place:</b>	Tues/Thurs	<b>Office Phone:</b>	512-917-3565
	9:30 to 11am	<b>Office Hours:</b>	Tuesdays, 12:30 to 2pm
	BEN 1.122		Other time by appointment

**FOUNDATIONS OF SOCIAL JUSTICE**

**Course Number: SW325**

**Cultural Diversity Flag**

**I. STANDARDIZED COURSE DESCRIPTION**

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

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

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Demonstrate familiarity with the history and heritage of marginalized groups in the United States, including familiarity with the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, and intersectional links of oppression.

2. Understand the social construction of difference and how social construction factors into oppression by dominant groups.
3. Analyze basic principles and critiques of various social justice and human rights theories, perspectives, and practices, including, but not limited to, perspectives of anti-racism and anti-oppressive theories, critical theories such as critical race theory, lat-crit and queer-crit, dis-crit, and feminist and narrative theories.
4. Examine anti-racism, centering racialization, using perspectives developed by Black, Indigenous and other scholars of color.
5. Critically examine use of ecological systems theory and strengths-based practice, and analyze factors of these perspectives that support or hinder equity, in the pursuit of social, racial and economic justice.
6. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and other oppressive ideas and actions and suggest strategies for change.
7. Critically examine how experiences of marginalization and oppression are similar and different in countries outside of the United States.
8. Critically examine personal and professional values, cultural perspectives and use of self in ethical, culturally humble, and socially just social work practices and leadership.
9. Identify and apply strategies to mitigate the ways in which historical and current marginalization is manifested in public policy, institutional structures, service delivery (including clinical assessment, planning, and intervention), and social work research.

### **EPAS Competencies 2022**

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

**Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:**

#### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. 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**

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. 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

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

### IV. REQUIRED TEXT AND MATERIALS

The required textbook for this course is:

Adams, M., Blumenfeld, W.J., Castalano, D.C.J., DeJong, K., Hackman, H.W., Hopkins, L.E., Love, B.J., Peters, M.L., Shlasko, D., & Zuniga, X. (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). Routledge.

Any additional required readings will be posted on Canvas. Please note that reading assignments may change throughout the course of the semester. Any changes will be announced in advance in class and via Canvas.

### V. COURSE REQUIREMENTS

#### **Attendance & Active Engagement** **15 pts.**

Students are responsible for attending all scheduled classes, completing all reading assignments on time, and actively contributing to class discussions. Students are expected to attend all classes having carefully completed all reading assignments, to be prepared to discuss the reading material, and to regularly participate in the class activities by sharing your thoughts, views and questions in a respectful, professional manner. To receive full points, you may not miss more than **two classes** (excused and/or unexcused). Attending the entire class period is expected in order to receive credit for attending class that day. If you miss more than two classes, for each class after that I have the right to take **1.5 points** off your participation grade. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course.**

As a component of the expectation for active engagement, students may participate in periodic discussion boards on Canvas to further discussion on course material. Discussion prompts will be posted to Canvas.

#### **Personal Statement** **10 pts.**

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

**Implicit Bias Test Screenshot****5 pts.**

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

**Cultural & Social Identities Chest****15 pts.**

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

**Thought Papers****2 papers – 10 pts. Each Total 20 pts**

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

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

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

**Common Assignment****2 papers – 5 pts. Each Total 10 pts.**

Foundations of Social Justice Common Assignment is a two-part, common assignment used across all social justice courses. It includes 1) a social identity map and positionality statement; and 2) a reflection on a community event. The full assignment is provided at the end of the syllabus and on Canvas.

**Final Paper****10 pts.**

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

**Course Grading and Assessment of Learning**

<b>Assignment</b>	<b>Points</b>
Attendance & Engaged Participation	15
Person Statement	10
Culture Chest (10 pts) and Discussion Board (5 pts)	15
Implicit Bias Screenshot	5
Thought Papers (2 worth 10 points each)	20
Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression Paper	15
Common Assignments (5 points each)	10

Final Thought Paper	10
<b>TOTAL</b>	<b>100</b>

## VI. GRADES

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

## VII. CLASS POLICIES

### 1. Participation and Attendance

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

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

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

### 2. Late Assignments

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

### 3. Student Achievement

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

#### 4. Student Feedback

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

#### 5. Assignment Changes

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

#### 6. Cell phone and Laptop Use

Use of cell phones and laptops is discouraged in class. If you are taking notes on your devices, that is ok. Your full attention should be in the conversations in class.

### VIII. UNIVERSITY POLICIES

#### Grading Scale

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

**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.

**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.

**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.

**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.

**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**

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**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.

**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.

**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/>.

**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.

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## **Resources, Prevention of Discrimination, and Safety**



**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://disability.utexas.edu/>. 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.

**Behavior Concerns Advice Line (BCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**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.

**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.

**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

CLASS DATE	TOPIC	ASSIGNMENT	READ BEFORE CLASS
Tues 1/14 Week 1	Introductions & Course Overview		Syllabus
Thurs. 1/16	Making Brave Space		Arao and Clemens: From Safe Spaces to Brave Spaces
Tues 1/21 Week 2	Conceptual Frameworks	Personal Essay Due	McIntosh: White Privilege: Unpacking the Invisible Knapsack
Thurs 1/23	Conceptual Frameworks		Okun and Jones: White Supremacy Culture
Tues 1/28 Week 3	Conceptual Frameworks		Adams: Section 1 – Getting Started
Thurs 1/30	Conceptual Frameworks	Culture Chest Due	Lorde: The Master’s Tools
Tues 2/4 Week 4	Racism		Adams: pgs. 65-102 (Section 2 intro and chapters 9-14)
Thurs 2/6	Racism	Culture Chest Discussion Board Due	Adams: 106-111; 131-147; 153-157 (chapters 15, 21, 22, 24) Brown: St Louis Racial Equity Summit 2021 Keynote
Tues 2/11 Week 5	Nativism		Adams et al. pgs. 111-121

Thurs 2/13	Nativism	Screenshot of IB test results Due	Menjívar, 2006, Liminal Legality Salvadoran and Guatemalan Immigrants Lives in the United States
Tues 2/18 Week 6	Classism		Adams et al. chapters 26, 28, 36, 41, 43
Thurs 2/20	<b>No Class</b>		
Tues 2/25 Week 7	Classism		Prosperity Now, The Racial Wealth Divide in Austin
Thurs 2/27	Ally/Allyship/Co-conspirator Advocacy/Activism	Thought Paper #1 due	Adams et al. chapters 130, 132, 134, 135, 136, 140
Tues 3/4 Week 8	Sexism		Adams et al. chapters 63, 65, 80, 82, 94, 95
Thurs 3/6	Sexism		
Tues 3/11 Week 9	Heterosexism		Adams et al. chapters 68, 75, 76, 81, 83
Thurs 3/13	Heterosexism		GLAAD: Media Reference Guide
Tues 3/18 Thurs 3/20	No Class!	Spring Break – Enjoy	
Tues 3/25 Week 10	Cissexism		Cohen: “My Pronouns Are She/They. What Are Yours?”
Thurs 3/27	Cissexism	Thought Paper #2 Due	Gender Identity Non-Discrimination Model Policy for Homeless Shelters and White House Toolkit on Transgender Equality
Tues 4/1 Week 11	Religious Oppression		
Thurs 4/3	Religious Oppression	Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression Paper Due	Adams et al. chapters 45, 46, 48, 52, 57, 59

Tues 4/8 Week 12	Ableism		
Thurs 4/10	Ableism		Adams et al. chapters 96, 97, 98, 101, 102, 106, 112, 115
Tues 4/15 Week 13	Ageism		Adams et al. chapters 116, 119, 121, 123, 126, 128
Thurs 4/17	Adultism		
Tues 4/22 Week 15	Ageism/Adultism	Common Assignments Due	Adams et al. chapters 130, 132, 134, 135, 136, 140
Thurs 4/24	Course Wrap-Up	Final Paper Due	

## X. BIBLIOGRAPHY

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## **Foundations of Social Justice 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:

### Competency Assessment: Social Justice Immersive Activity

Purpose: The purpose of this assignment is for you to demonstrate competency in advancing social justice in order to meet social work accreditation standards. The assignment involves engaging in an immersive activity to witness the experience of a group of people navigating oppressive structural barriers or marginalization and reflecting on it in a written assignment. Structural barriers could include poverty, forced migration, incarceration, or other forms of injustice. Choose an issue of concern to you. Your instructor will design an individual or group assignment.

Sample immersive activities as approved by instructor: Attend a meeting or lecture sponsored by an advocacy organization, join a march or rally, interview a community member, visit a museum, read a full-length memoir or other narrative non-fiction book on a topic described above. (If doing an event, plan to dedicate at least 3 hours, come early/leave late to chat with participants.)

Written assignment (suggested 3-page, single spaced equivalent): In your written assignment (essay, report, etc.) label and address the two competencies described below. Reflect on the immersion experience and what you learned about the group by engaging in critical reflection (see **critical thinking prompts** on page 2). Capture the group's—and your own—**cultural experiences**, perspectives, and/or practices and analyze the social, political, historical, and/or economic forces that have shaped them drawing from course readings. Include the type of immersion activity, title, and other relevant details. *Conclude* by assessing the knowledge and skills you gained.

Part A: Competency 3. Reflect on the immersive experience by taking the perspective of the group affected by oppressive structural barriers. Consider your frame of reference (social identity, values, power) and analyze how it may affect your perceptions by applying a conceptual framework you are learning about in this class. Suitable examples include the cultural humility framework, social identity mapping, or the cycle of socialization.<sup>1</sup> Map the framework's specific principles, components, or tiers/stages to your social location.

Part B: Competency 2. Drawing on what you are learning in this class, identify a strategy to advance social justice on behalf of the group you engaged with in the immersive experience. Discuss in detail how it can be applied to ensure the protection of the group's human rights and to eliminate structural barriers across individual, family, group, organizational, or community system levels and implications for social work practice.

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<sup>i</sup>Examples of relevant readings on self-awareness and self-regulation that may be included in your course include:

Gottlieb, M. (2021). The case for a cultural humility framework in social work practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 30(6), 463-481. [Principles of cultural humility, p. 474-476]

Full text: <https://www.tandfonline.com/doi/full/10.1080/15313204.2020.1753615>

Jacobson, D., & Mustafa, N. (2019). Social identity map: A reflexivity tool for practicing explicit positionality in critical qualitative research. *International Journal of Qualitative Methods*, 18, 1-12. [Social location tiers]

Full text: <https://journals.sagepub.com/doi/pdf/10.1177/1609406919870075>

Harro, B. (2013). The cycle of socialization. In M. Adams, W. J. Blumenfeld, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for Diversity and Social Justice* (3rd ed., pp. 45-51). Routledge. [Stages of socialization]

For information on how to obtain a copy, contact Yolanda Padilla at [ypadilla@utexas.edu](mailto:ypadilla@utexas.edu).