

The University of Texas at Austin
Steve Hicks School of Social Work

Course/Unique Number: S W 325 / U# 60910

Office Number: WWH 250.21

Semester: Spring 2025

Office Phone: 512-471-6266

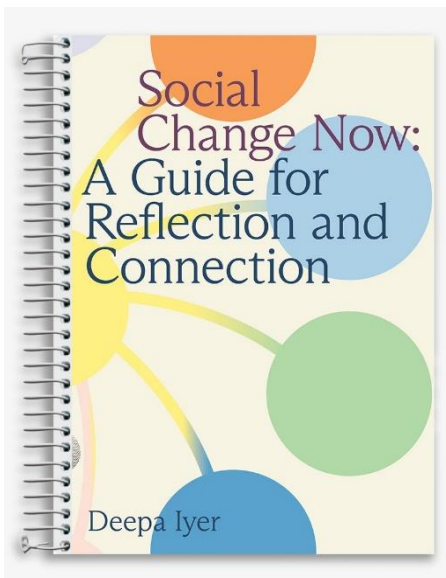
Meeting Time/Place: M/W 11-12:30pm, WEL 2.144

Office Hours: M/W before/after class & by appt

Instructor: Professor Yolanda C. Padilla, PhD, MSSW, ypadilla@utexas.edu

Foundations of Social Justice

ⓘ **FLAGS:** Cultural Diversity, Ethics, Writing



What will my legacy be, my impact, as a social worker? As Luna et al. remind us, “As we embark on our journey in social work, we must remember that our commitment to making a difference will ripple through the lives we touch, carving out a legacy that extends far beyond ourselves...[through our] pursuit of positive change.”¹

Our focus in this course will be on gaining a foundation for mapping [our roles toward the advancement of a just society](#), through problem-solving and regard for all in alignment with social work values.

We will begin by learning to recognize manifestations of social injustice that may be part of societal structures. You will have the opportunity to choose texts of concern to you from a collection of books, both books as mirrors (in which you can see yourself) and books as windows (through which you can see the lives of others).

Narratives about those whose lives have been affected by extreme poverty, forced migration, incarceration, war, climate change, gender-based violence, persecution, and other contemporary global problems. And social analyses by visionary leaders that reshape our understanding and offer a range of alternatives to current approaches to addressing these problems. Take peace. As emphasized by peace scholars, peace is not only about ending war; economic development, social cohesion, and many other societal factors are required for peace stability.

Reading entire works offers nuanced information beyond the immediate situations that we encounter with our clients and communities, including the causes and consequences. We gain background and contextual information that helps us understand their lived experiences and what matters most to them, and, thus, to be better practitioners and advocates for change. Through these in-depth narratives and social analyses, we can consider a range of ethical and social implications.

Together, in this class we will form a community of learners and engage in personal meaning-making. Through the narratives of people’s experiences that each of you will read about in depth, we will reveal universal themes about the human experience and unravel historical contexts.

¹ *The Social Work Career Guidebook: How to Land Your Ideal Job and Build a Legacy*, by Jennifer Luna, Cindy Snell, and Michelle Woods (NASW, 2024).

Standardized Course Description, Objectives and Competency Requirements

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.

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.

Social Work Accreditation EPAS 2022 Competency Requirements

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.

Course Flags

A substantial portion of your grade will come from assignments involving the following flags:

Cultural Diversity in the United States Flag. The purpose of this flag is to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. We will learn about and engage in critical reflection concerning these diverse groups in relation to their specific contexts.

Writing Flag: Writing flag courses are designed to give you experience with writing in an academic discipline. You will write regularly, complete substantial writing projects, and receive feedback from me to improve your writing.

Ethics Flag: Courses carrying an ethics flag are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. A substantial portion of your grade will come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations, both as they relate to interpersonal and social concerns.

An Ethical Lens for Social Justice Work

Social ethics, or viewing ethics through a societal lens, is intrinsic to advancing social justice. Take medicine as an illustrative case. Framed at the individual level, in medicine the moral problem has been the problem of the relation between the individual patient and the physician, “as if in all the world there were only one physician and one patient.”¹ However, we cannot ignore society, we need to move from an individual to a more social model. “Medicine must confront issues of allocating scarce medical resources, including organ transplant, and conducting research on human subjects where the goal is not improving the welfare of the individual patient but producing knowledge for the benefit of the society.” A social model deals with concerns related to the public good: social utility, resource allocation, equity, and justice, avoiding decisions that reinforce discrimination of targeted groups. In this course, we will practice applying an ethics framework to assess social policies.

¹Yesim Isil Ulman, [Social Ethics](#), *Encyclopedia of Global Bioethics*, Henk ten Have, ed. (Springer, 2015).

Required Readings for the Semester

Two student book selections (narrative non-fiction and social analysis)

Articles, chapters, and videos (Available on Canvas)

Hip Deep: Opinion, Essays, and Vision from American Teenagers, by Able Louise Young, Ed. (Next Generation, 2016).

“The Cycle of Socialization,” by Bobbie Harro, in *Readings for Diversity and Social Justice, Third Edition*, p. 45-52, Maurianne Adams et al., Ed. (Routledge, 2013).

The Sociological Imagination, by C. Wright Mills (Oxford University, 2000).

Antiblack Racism and the AIDS Epidemic, by Adam Geary (Springer, 2014).

Lyndon B. Johnson’s Speech Before Congress on Voting Rights, March 15, 1965 (Video file).

Seeing is Believing: The Enduring Legacy of Lyndon Johnson, address by Joseph A. Califano, Jr., Washington, DC, May 19, 2008.

“Letters from an American,” Newsletter by Heather Cox Richardson (November 22, 2024).

A Guide to Ethics and Public Policy: Finding Our Way, by D. Don Welch (Routledge, 2014).

“Social Ethics,” by Yesim Isil Ulman, in *Encyclopedia of Global Bioethics*, Henk ten Have, Ed. (Springer, 2015).

Sample social change resources and toolkits for practice

The [Social Change Map](#). Developed by Deepa Iyer in [Social Change Now: A Guide for Reflection and Connection](#) (Thick Press, 2022), identifies ten roles that people and organizations can play in support of social change.

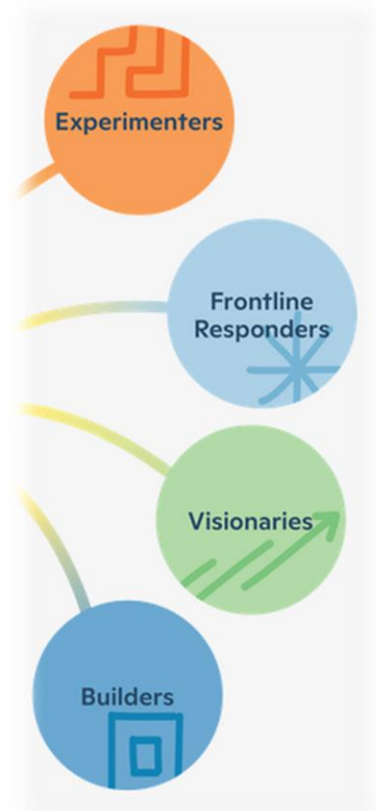
[Community Toolkit](#). A free, online resource from the University of Kansas for those working on a community level to build healthier communities and bring about social change.



[FrameWorks Institute](#) and [FrameWorks UK](#).



Communication toolkits for social change: innovative framing strategies to inform public thinking on complex social issues.



How to Succeed in this Class

My goal is for every student in the class to succeed. But I expect your performance to reflect a commitment to excellence. Although you will receive grades, I will take on the role of *coach*, rather than *judge*, taking into account your progress across time. I will show you how to approach assignments and provide feedback. Keep this framework in mind to help you stay anchored in the course:

Concepts and subject matter

- social context and the cycle of socialization
- private troubles/public issues
- cultural and global worldviews
- approaches to social action/social change
- evaluation of ethics in public policy

Instructional techniques

- writing and critical thinking practices
- book clubs and other group discussions
- written speech
- application of concepts to the real world
- tour: LBJ Library and Museum

What to do to do well

Approach the readings thoughtfully and flag important passages, take notes.

Review assignment prompts carefully and make lists of what they call for.

Integrate a variety of critical thinking strategies: include at least one insight and develop it well (if what you submit lacks substance, I'll return it ungraded for you to redo).

Activate prior knowledge by referring to the key concepts in the course (e.g., see list above).

Personally engage in the assignment, draw from your reactions to the material and anchor it in your background, knowledge, and interests; be creative and trust your way of looking at things.

Ground what you are writing/speaking about on the readings or other activities connected to the assignment (e.g., the LBJ Museum tour) by highlighting ideas, stories, examples, quotes.

Incorporate my feedback from previous assignments.

Course Requirements and Grade Breakdown

Cycle of Socialization Narrative Outline	15%
Essay on LBJ Museum Tour	15%
Ethics Unit: Application of Ethical Reasoning in Assessing Social Policy	25%
Book 1 Reflection (Competency 2 Assignment)	20%
Book 2 Reflection & Written Speech (Competency 3 Assignment)	25%
	<u>100%</u>

The classroom is the center of our learning and exchange of ideas.

100% attendance is expected, as per UT policy.

Attend classes & required events: **2-point** deduction from course grade per unexcused absence.

Email me if you will miss. Don't miss class to finish an assignment, submit it after class.

Revise assignments: apply revisions to next assignment and highlight where you applied them.

Submit assignments on time: Maximum grade for late first submissions/revised versions is **85**.


Connect with me regularly: If you don't feel confident, tell me; we'll look at the work together.

Course Schedule by Week (Spring 2025)


Classes on days shaded in yellow will be held at the locations indicated.

<p>IN-CLASS Daily Practice <u>Read</u> 30 minutes (most days) and note key passages for your reflections <u>Attend</u> required campus activities: museum visits <u>Take part in in-class writing workshops</u>: drafting, revising, conferences</p>	<p>OUT-OF CLASS Daily Practice <u>Read</u> your book: # of pages daily = total # pages/# days to due date <u>Prepare</u> assignments: readings, prompts, class schedule on Canvas <u>Submit</u> all assignments on Canvas</p>
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Part 1. Background Study: What personal stories tell us about the way society works, envisioning a just society

Date	Class theme and what we are doing today	Read/view this before class	Turn this in today
Jan 13 PCL Lab 3	Course introduction and book gallery UT Perry-Castañeda Library, Lab 3 (Map)		
Jan 15	<i>Socialization: What do personal stories tell us about the way society works? Reframing private troubles as public issues</i> Introduction: Telling Our Stories Prompt/Writing: Socialization Outline	<i>The Sociological Imagination</i> <i>Antiblack Racism and the AIDS Epidemic</i> "The Cycle of Socialization" <i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i> (Select one essay.)	Non-fiction book choice list
Jan 20	No class: MLK Holiday		
Jan 22	Practice exercise: Critical Thinking Skills Prompt: LBJ Essay		Socialization Outline


Part 2. Narrative Non-Fiction: Books that recount factual stories, windows into people’s journeys

Jan 27	Overview: Book Reflections Syllabus Review	START YOUR NON-FICTION BOOK	
Jan 29 LBJ Museum	<i>Visualizing what we want to construct: LBJ's vision of a Great Society – Museum Tour</i> LBJ Presidential Library, UT Campus (Map)	Johnson’s 1965 Voting Rights speech (video) “Seeing is Believing: Legacy of LBJ” The Day LBJ Became President (Newsletter)	

Date	Class theme and what we are doing today	Read this before class	Turn this in today
Feb 3	Writing workshop: LBJ Museum Essay	Non-fiction book	Social analysis book choice list
Feb 5	BOOK CLUBS: Share topic of your book, why you chose it, impressions so far, cross-cutting themes across the group's books	Non-fiction book	LBJ Museum Essay
Feb 10	Touch base with each student re: progress on book	Non-fiction book	
Feb 12	BOOK CLUBS	Non-fiction book	
Feb 17	Writing workshop: Non-fiction book reflection	Non-fiction book	
Feb 19	Writing workshop: Non-fiction book reflection	Non-fiction book	

Part 3. Social Analysis/Social Change: Books that offer new perspectives on social issues and approaches to social change

Feb 24	<i>Mapping our roles for social change</i>	START YOUR SOCIAL ANALYSIS BOOK	Book 1 Reflection: Non-fiction
Feb 26	<i>#1 A framework for applying ethical reasoning in real-life situations: public policy</i> Individual work: Reading & skeletal outline	<i>A Guide to Ethics and Public Policy</i> (Social Ethics assigned chapters) Social Analysis book	
Mar 3/ Mar 5	<i>#2 A framework for applying ethical reasoning in real-life situations: public policy</i> Groupwork: Application & presentations	<i>A Guide to Ethics and Public Policy</i> <i>Social Analysis book</i>	
Mar 10/ Mar 12			

Date	Class theme and what we are doing today	Read this before class	Turn this in today
<p>May 17/19 Spring Break ~ No class meetings this week </p>			
Mar 24	Review of book reflection & speech prompt « Getting to know your book authors »	Social Analysis book	
Mar 26	Writing workshop: Book reflection & speech	Social Analysis book	
Mar 31	Writing workshop: Book reflection & speech	Social analysis book	
Apr 1	Review on converting written speech into an oral presentation	Social analysis book	Book 2 Reflection: Social Analysis and Speech NO LATE SUBMISSIONS
Apr 7	Writing workshop: Revisions to Speech		
Apr 9	Writing workshop: Revisions to Speech		
Apr 14	BOOK CLUBS		Final revised speech & PPT (Required to deliver the speech)
Apr 16	Wrap up preparation for speeches		
Apr 21/ Apr 23	Intersecting Themes Speeches		Deliver written speeches * Return the books to me *
Apr 28	Intersecting Themes Speeches (continued) * Course evaluations in class & Wrap Up Last day of class		Deliver written speeches

Course and University Policies, Information, and Resources

Course Policies

Course Grade

94.0 & Above	A*	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+	Below 60.0	F
90.0 to 93.999	A-	84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D		
		80.0 to 83.999	B-	70.0 to 73.999	C-**	60.0 to 63.999	D-		

*Goes above and beyond. This course grade breakdown takes into account qualitative differences in the pattern of performance in the course (e. g., an A- vs. an A); for this reason, grades are not rounded up.

Our Learning Environment. We come together as a community of learners. Do what you need to do to take care of yourself: if there is something serious going on in your life that requires you to check your phone, do so (at all other times, turn off all electronic devices); if a film that we are watching or a topic we're discussing is too intense for you, walk out for a few minutes; if there is a class issue specific to you that you want to discuss, such as how I graded your assignment, talk to me individually before or after class; if you need assistance with something that is interfering with your ability to succeed in school, feel free to reach out to me. If you want to talk through how you're experiencing UT or your goals for the future, so share it with me.

Attendance. At the University of Texas at Austin, regular attendance at all class meetings is expected (see [University Catalog Academic Policies and Procedures](#)). If you are absent or unable to participate in class, please email me in advance. If you miss class on a day when we engage in an activity that cannot be made up outside of class (e.g., certain group activities), you will be expected to make arrangements with me to make it up. Make-up work needs to be completed within two weeks. If you need to be absent, ask your classmates for notes on any material you miss and, if needed, follow up with me for clarification.

Use of generative AI tools. *In this course, the student must fully prepare every element of class assignments. Except in cases in which I explicitly allow it, the use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me.*

University Learning and Support Resources. Go to the course [Canvas Pages](#) for help with writing, oral presentations, study skills, research, Canvas and technology, social/mental health services, and more.

University of Texas at Austin Policies

Student Academic Integrity

- **The University of Texas Honor Code.** Affirmation: I pledge, as a member of The University of Texas at Austin community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship. I pledge to be honest about what I create and to acknowledge what I use that belongs to others. I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes. This code encompasses all the academic and scholarly endeavors of the University 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 see [University Catalog Student Conduct and Academic Integrity](#).
- **Use of Course Materials.** The sharing of course materials without the specific, express approval of the professor [for the purpose of cheating] may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action.

Title IX Reporting. Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and has compiled campus resources to support survivors.

Title IX Accommodations related to Pregnancy, 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 <https://community.utexas.edu/disability/> for more information or connect with a Case Manager by emailing <mailto:supportandresources@austin.utexas.edu>.

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>.

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, please visit <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

Campus Carry Policy. Access the University's policy at <https://campuscarry.utexas.edu>.

Steve Hicks School of Social Work Policies

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 in 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.

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.

If you have any questions about the policies outlined here, or would like information on anything else, please ask me.

Bibliography

Articles, chapters, and videos

Antiblack Racism and the AIDS Epidemic, by Adam Geary (Springer, 2014).

“The Cycle of Socialization,” by Bobbie Harro, in *Readings for Diversity and Social Justice, Third Edition*, p. 45-52, Maurianne Adams et al., Ed. (Routledge, 2013).

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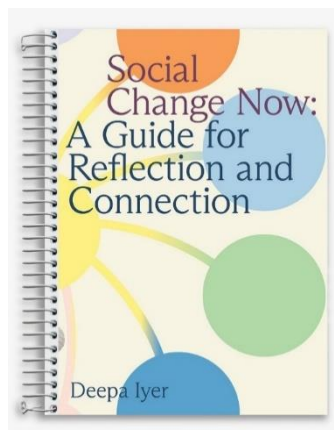
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