

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

Course Number:	SW 325	Instructor:	Tahirah Samuels MSSW LCSW-S
Unique Number:	60915	Email:	Tahirah.Samuels@utexas.edu
Semester:	Spring 2025	Office Hours:	By appointment
Meeting Time/Place:	Asynchronous	Office Phone:	214-531-7429

**FOUNDATIONS OF SOCIAL JUSTICE: VALUES, DIVERSITY, POWER &
OPPRESSION**

Cultural Diversity Flag

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

II. STANDARDIZED COURSE OBJECTIVES

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

1. Demonstrate familiarity with the history and heritage of marginalized groups in the United States, including familiarity with the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental

disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, and intersectional links of oppression.

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

EPAS Competencies

The Steve Hicks School of Social Work (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

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

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

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

This class will be taught using a variety of methods with an emphasis on experiential learning for the purpose of building skill and confidence. The nature of the course content requires a didactic approach as well. Therefore, PowerPoint lectures, roleplays, videos, class discussions, small group and dyad exercises, and guest speakers will all be utilized. For success in this class, you must be willing to participate, take risks and “stretch” out of your comfort zone. You are expected to ask questions to clarify expectations, provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested. All in-class discussions related to personal values, beliefs, or life experiences must be kept confidential.

Use of Canvas for this course:

This class uses Canvas – a Web-based course management system with password-protected access at <http://canvas.utexas.edu> - for confidential communication such as posting and submitting assignments. Readings that are not in the required text, assignment guidelines and assignment grading rubrics are all posted to Canvas. Students can access Canvas Help 24/7 by calling 855- 308-2494. Students are expected to set notifications in Canvas so they receive announcements updates as soon as they are posted. **If anything is getting in the way of your learning, let me know as soon as possible so we can discuss it and problem solve!**

IV. REQUIRED TEXT AND MATERIALS

Benner, K., Loeffler, D. N., & Pope, N. D. (2022). Social, economic, and environmental justice: building social work practice skills. Springer Publishing Company, LLC.

Additional reading, video links, discussion questions, and other activities and assignments will be assigned and available to you electronically via Canvas.

V. COURSE REQUIREMENTS

Discussions in Canvas due weekly (10 posts @ 3pts each):

Answer the prompt questions thoroughly. This is intended to be a dialogue which can include questions, observations or additional information that adds to the depth of knowledge or extends the conversation!

You might offer alternative perspectives to consider, or provide feedback about how their post reflects an experience you have had, or you may ask questions about their post. The goal is to deepen the conversation. If you agree with their post you will need to find scholarly materials that support your agreement (not just the textbook) and cite the reference which supports your agreement with their post. It is always best to post early and it will create opportunity for thoughtful reflection and perhaps even a little more in depth research on your own so that you may add to the discussion in a substantial manner. You will be graded on your original post as well as your responses to others. Be sure to use APA style and scholarly resources to support your statements.

GUIDELINES:

- **Your post should be at least 200 words for EACH prompt (NOT EACH QUESTION).**
- **Reply with at least 100 words to the posts of 2 of your peers.**
- **Remember this is intended to be a virtual interactive discussion so reciprocal discussions are the intent of this assignment.**
- **The goal is to deepen the conversation and learn from each other!**

Assignments:

Identity Map/Positionality Statement and Reflection Paper (10 pts): 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

Self-Interview (10 pts): Conduct an interview-style initial assessment of your own ideas and attitudes about diversity, privilege, and oppression. An interview guide is provided on Canvas. **Write a 2 page self reflection with guide provided in Canvas.**

Reflections on Reentry Simulation (10 points): This assignment helps students explore the challenges faced by individuals reintegrating into society after incarceration, emphasizing barriers to access, systemic inequalities, and the impact of social justice policies on reentry success.

Policy Brief Presentation (10 pts): Identify a current event, policy, process, or practice that you feel impacts a particular group of people disproportionately as a disparity or inequity issue, upholds white supremacy culture and/or you feel represents a social justice issue.

(In) Justice in the News (10 pts): This assignment is designed to help you see the connection between (in)justice and current affairs in various spheres of life. Sometimes people think categorically and treat (in)justice as a separate issue from other social issues. In this assignment, your challenge is to identify the connection between (in)justice, other social issues, and current affairs.

Cultural experience assignment (20 pts):

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. This will be an individual 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 (6-8-pages): 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.ⁱ 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.

Prompts for Critical Thinking

To develop ideas, to make judgements, to reflect on your own experiences	
<p>Choose mirrors for a better understanding of your reality, and windows for experiences outside your world</p> <p>Draw on your own experience</p> <p>Delve beneath the literal (the visible)</p> <p>Explore the context and the background story</p> <p>Identify themes, note patterns</p> <p>Use analogies/metaphors</p> <p>Use/apply conceptual frameworks as tools for understanding</p>	<p>Examine unstated assumptions/ underlying messages</p> <p>Interpret (explain what things mean)</p> <p>Explore implications/unintended consequences</p> <p>Draw conclusions (significance, new connections)</p> <p>Ask what more you need to know</p> <p>Ask yourself: what does this tell us about the way society works?</p>

¹Examples 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.

Assignment Points
Reflections on Re-entry Simulation 10
Identity map 10
Self-interview paper 10
Policy Brief 10
Cultural experience 20
(In) Justice in the News 10
Discussion posts 2.5*12 = 30
TOTAL Points 100

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. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. There is a 10% penalty for each day past the due date. Each student can have one 48 hour extension on an assignment with prior notice to the professor without a penalty.

2. Writing Style: Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op. A free, online resource for APA formatting can be found here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

3. Attendance and Participation: Attendance and participation for the entire class is expected for all students. In an asynchronous class, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, an asynchronous class does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." Instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients

4. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

5. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments. Failure to demonstrate through discussions posts and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion posts.

6. Professional Communication and Interactions: Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as making derogatory remarks based on another person’s age, race, class, gender, sexual orientation, religious preference, and ability.

7. Time Management: All assignments are due at the beginning of class on the date and time indicated. Late assignments will be penalized 10% of the total percentage points allowed per day that they are late and will only be accepted in the first 48 hours following an assignment due date. There will be a maximum of **two** late assignments considered. Emergency situations will be considered on a case by case basis.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified via Canvas. Students should check their email frequently. Note that some of the links to documents and videos on Canvas may change. Documents, new links or alternate options will be provided.

VIII. UNIVERSITY POLICIES

Grading Scale

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

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.

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



Date	Topic	Assignment Due	Due Date
<p>Module 1:</p> <p>01/13 - 01/10/2025</p>	<p>Setting the Stage for Justice-Driven Social Work Practice-Course Overview</p> <p>Benner, Loeffler, & Pope—Chapter 1</p> <p>Media: The Price of Fairness (True Story Documentary Channel)</p> <p>https://www.youtube.com/watch?v=DVPECBql5xU</p>	<p>Submit response to Introductions discussion board</p>	<p>01/19/2025 by 11:59pm</p>
<p>Module 2:</p> <p>01/20 - 01/26/2025</p>	<p>Theoretical and Conceptual Underpinnings of Justice-Driven Practice</p> <p>Benner, Loeffler, & Pope—Chapter 2</p> <p>Media: Let’s Get to the Root of Racial Injustice (Megan Ming Francis)</p> 	<p>Submit response to discussion board</p>	<p>01/26/2025 by 11:59 pm</p>
<p>Module 3:</p> <p>01/27 - 02/02/2025</p>	<p>Framing Social Work Practice in the Human Rights Context</p>	<p>Submit response to discussion board</p>	<p>02/02/2025 by 11:59 pm</p>

	<p>Benner, Loeffler, & Pope—Chapter 3 Media: What are Universal Human Rights? (Benedetta Berti)</p> 		
<p>Module 4: 02/03 - 02/09/2025</p>	<p>Poverty as the Great Oppressor</p> <p>Benner, Loeffler, & Pope—Chapter 4</p> <p>Media: Growing Up Poor in America (PBS Frontline)</p>  <p>We Can End Poverty (Teva Sienicki)</p> 	<p>Submit response to discussion board</p> <p>Self Interview due</p>	<p>02/09/2025 by 11:59 pm</p>
<p>Module 5: 02/10 - 02/16/2025</p>	<p>Social and Economic Disparities Within the Educational System</p>	<p>Discussion Board</p>	<p>02/16/2025 by 11:59 pm</p>

	<p>Benner, Loeffler, & Pope— Chapter 5</p> <p>Media: School to Prison Pipeline (Inside Out)</p>		
<p>Module 6:</p> <p>02/17 - 02/23/2025</p>	<p>Justice-Informed Social Work Practice Within the Criminal Justice System</p> <p>Benner, Loeffler, & Pope—Chapter 6</p> <p>Media: Perpetual Punishment (Brooklyn Defender Services)</p> 	<p>Discussion Board</p> <p>Engage in Simulation and complete assignment</p>	<p>02/23/2025 by 11:59 pm</p>
<p>Module 7:</p> <p>02/24 - 03/02/2025</p>	<p>Health Disparities and Social Justice</p> <p>Benner, Loeffler, & Pope—Chapter 7</p> <p>Media: Health Disparities in Medicine Based on Race (Richard Garcia)</p> 	<p>Discussion Board</p> <p>Identity Map/Positionality Statement and Reflection Paper</p>	<p>03/02/2025 by 11:59 pm</p>
<p>Module 8:</p> <p>03/03 - 03/09/2025</p>	<p>Disparities in Mental Health Services: A Matter of</p>	<p>Discussion Board</p>	<p>03/09/2025 by 11:59 pm</p>

	<p>Justice in the Clinical Setting</p> <p>Benner, Loeffler, & Pope— Chapter 8</p> <p>Media: Mental Health Coverage in America (Hasan Minhaj)</p> 		
<p>Module 9:</p> <p>03/10 - 03/16/2025</p>	<p>Environmental Justice and Disasters: Social Workers' Role in Combating Structural Inequalities</p> <p>Benner, Loeffler, & Pope— Chapter 9</p> <p>Media: What Is Environmental Justice? (NRDC)</p> 	<p>Discussion Board</p>	<p>03/16/2025 by 11:59 pm</p>
<p>Spring Break!!!</p> <p>03/17-03/22/2025</p>			
<p>Module 10:</p> <p>03/24 - 03/30/2025</p>	<p>Food Security</p> <p>Benner, Loeffler, & Pope—Chapter 10</p>	<p>Discussion Board</p> <p>Policy Brief Presentation</p>	<p>03/30/2025 by 11:59 pm</p>

	<p>Media: What Food Insecurity Looks Like in America (MSNBC—Morning Joe)</p> 		
<p>Module 11: 03/31 - 04/06/2025</p>	<p>Utilizing Policy to Address Unaffordable and Unavailable Housing Benner, Loeffler, & Pope—Chapter 11</p> <p>Media: What a Night in NYC Public Housing Is Like (NBC)</p> 	<p>Discussion Board</p>	<p>04/06/2025 by 11:59 pm</p>
<p>Module 12: 04/07 - 04/13/2025</p>	<p>Financial Justice and Social Work Practice Benner, Loeffler, & Pope—Chapter 12</p> <p>Media: Why Americans Are Failing the Grade at Financial Literacy (Two Cents)</p>	<p>Discussion Board</p>	<p>04/13/2025 by 11:59 pm</p>

			
<p>Module 13: 04/14 - 04/20/2025</p>	<p>The Pervasive Influence of Economic Inequality and Income Disparity</p> <p>Benner, Loeffler, & Pope— Chapter 13</p> <p>Media: How Income Inequality Harms Society (Richard Wilkinson)</p> 	<p>(In) Justice in the News due</p>	<p>04/20/2025 by 11:59 pm</p>
<p>Module 14: 04/21 - 04/27/2025</p>	<p>Implementing Justice-Driven Social Work Practice A Call to Action: Justice Informed Social Work Practice</p> <p>Benner, Loeffler, & Pope— Chapters 14, 15</p>	<p>Cultural event assignment due</p>	<p>05/02/2025 by 11:59 pm</p>

X. References

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

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- Lee, E. & Johnstone, M. (2023): Critical pedagogy to promote critical social work: translating social justice into direct social work practice, *Social Work Education*, DOI: 10.1080/02615479.2023.2185602
- Musto, M., Cooky, C., & Messner, M. A. (2017). "From Fizzle to Sizzle!" Televised Sports News and the Production of Gender-Bland Sexism. *Gender & Society*, 31(5), 573-596.
- Nicotera, A. (2019) Social Justice and Social Work, A Fierce Urgency: Recommendations for Social Work Social Justice Pedagogy, *Journal of Social Work Education*, 55:3, 460-475, DOI: 10.1080/10437797.2019.1600443
- Olcoñ, & Gulbas, L. E. (2021). "Their needs are higher than what I can do": Moral distress in providers working with Latino immigrant families. *Qualitative Social Work : QSW : Research and Practice*, 20(4), 967–983. <https://doi.org/10.1177/1473325020919804>
- Pyles, L Healing Justice, Transformative Justice, and Holistic Self-Care for Social Workers, *Social Work*, Volume 65, Issue 2, April 2020, Pages 178– 187, <https://doi.org/10.1093/sw/swaa013>
- Zaino, Brockenbrough, E., Cruz, C., Johnson, L. P., & Nicolazzo, Z. (2023). "It's This Practice of Being With": A Kitchen-Table Talk on Queer and LGBTQ+ Educational Justice.

Equity & Excellence in Education, 56(1-2), 8–23.
<https://doi.org/10.1080/10665684.2022.2158400>

Zinn, H., & Arnove, A. (2015). *A people's history of the United States (Thirty-fifth anniversary edition)*. New York: Harper Perennial

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.