

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

Course Number: SW 325	Professor: Susan M. De Luca, Ph.D.
Unique Number: SW60355/WGS 46064	Semester: FALL 2015
Class Time: 9:30-11AM	Class Location: 2.118
Office Hours: Monday & Wednesday 2-3:30pm or by appointment	Office Location: 3.130L
Professor Email: sdeluca@austin.utexas.edu	

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

CULTURAL DIVERSITY IN THE UNITED STATES

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

STANDARIZED COURSE DESCRIPTION

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2.) professional social work ethics and values demand culturally competent practices; 3.) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4.) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

COURSE OBJECTIVES

Upon completion of this course students will be able to: 1.) Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, intervention, and research (**PB 18, 19, and 20**); 2.) Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations globally, as well as those prevalent in the southwestern region of the United States (**PB14, 16 and 17**); 3.) Understand the social construction of race and ethnicity, gender, and sexual orientation (**PB 14**); 4.) Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices (**PB15**) and, 5.) Assess the impact of discrimination (e.g. racism, sexism, homophobia) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice (**PB 18, 19, and 20**).

ACCREDITATION

The University of Texas' 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can

be found in your Student Handbook.

EP2.1.4 Engage diversity and difference in practice. PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power Objectives 2 and 3

Assignments:

Reflection Papers Culture Chest Critical Analysis and Social Action Paper & Presentation

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups Objectives 4

Assignments:

Initial & Final Personal Statements Reflection Papers Culture Chest

PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences Objectives 2

Assignments:

Reflection Papers Critical Analysis and Social Action Paper & Presentation

PB17 View selves as learners and engage those with whom they work as informants Objectives 2

Assignments: Active Learning Critical Analysis and Social Action Paper & Presentation

EP2.1.5 Advance human rights and social and economic justice.

PB18 Understand the forms and mechanisms of oppression and discrimination Objectives 1 and 5

Assignments:

Reflection Papers Critical Analysis and Social Action Paper & Presentation

PB19 Advocate for human rights and social and economic justice Objectives 1 and 5

Assignments:

Critical Analysis and Social Action Paper & Presentation

PB20 Engage in practices that advance social and economic justice Objectives 1 and 5

Assignments:

Critical Analysis and Social Action Paper & Presentation

EXPECTATIONS FOR THE SEMSTER (i.e. “how to succeed in class” ☺)

LEARNING METHODS

Teaching involves a partnership between the Professor and the student in a collaborative and passionate commitment to the mutual learning process. This holds the **student as responsible** in terms of the learning process. The content of the course has the potential to be emotionally charged because of possible controversial issues; therefore, the students and professor will establish guidelines for a respectful and challenging learning environment collectively. The primary methods of instruction include: interactive lectures, reading assignments, class discussions, group and out-of-class exercises, and student presentations. **All readings must be completed before each class.**

REQUIRED TEXTS

Johnson, A. (2005). *Privilege, Power, and Difference* (2nd ed. New York, NY: McGraw- Hill.

West, C. (1994). *Race Matters, reprint edition*. New York, NY: Vintage. Strunk, W. (2007). *The Elements of Style: Illustrated*. New York, NY: Penguin.

Strunk, W., & White, E. B. (1999). *The elements of style* (4th ed.). New York: Macmillan.

COURSE REQUIREMENTS

Attendance

An attendance sheet will be passed out and collected immediately at the start of class. Students arriving late will be considered absent and cannot sign the attendance sheet during/after class.

Students with **2 unexcused absences will have 5 points deducted from their final grade.** Beyond that, the Professor will deduct one (1) point from your final grade for each additional unexcused absence. **Any student missing more than 4 unexcused classes will not pass this course.**

Students anticipating an absence from class for a legitimate reason (serious illness, family emergency) **must notify the Professor in advance by e-mail.** If you do not notify the professor in advance, this will be considered an unexcused absence. As you will be expected to notify your supervisor at your internship and subsequent employment of absences, this is a skill you will need to master. Students are responsible for any material missed due to absences. Students should discuss extenuating circumstances related to absences with the Professor immediately.

Office Hours

At least one office hour/office meeting with the professor by the end of the 6th week of class 9/30. Over decades of teaching, I have found that students overwhelmingly do better in classes when they have met with the professor. Additionally, this is time that students have the opportunity to ask specific questions including, but not limited to, feedback on papers/class discussions and overall progress in the course. While I require students to meet with me at least once a semester, I encourage students to schedule times to talk throughout the semester to foster dialogue regarding the mastery of the class material, processing difficult conversations that occurred in class, the quality of their writing and brainstorming ideas for papers/projects. Students should come prepared with what they would like to talk about to make best use of our time together.

Use of Media in Class

Cell phones/laptops/tablets are not permitted once class begins at 9:30am. In order to be truly present for our discussions and your own self reflections, these devices must be turned off and stored in your bag or under your desk during the entire class period.

Active Learning (10 points)

The BSW program is a rigorous program and **requires you to be:**

- a.) **the chair of your agenda**, understanding that no one can do your learning for you;
- b.) not contributing to external distractions keeping you from the “here and the now”

(BE ESPECIALLY MINDFUL OF SIDE CONVERSATIONS WHEN OTHERS ARE TALKING)

c.) **responsible for asking questions, finding information, and challenging yourself** to facilitate your learning. Active learning points are based upon the Professor’s observation.

Book Club

Unique to this class, we will have a “book club” component. Please look at the class calendar to see when you will be responsible for the class discussions. Sign up sheets will be distributed before class. **No less than 24 hours before our class** period, please provide the Professor your questions (3-4) via email for feedback. During your assigned discussion day, please come prepared with your approved to pose to the class.

The questions you create should address some issue or concern raised by our book club readings for that week that may be of special interest to the students. The assigned group will lead the class discussion concerning the issues raised, so it is important that you are all on the same page prior to book club. These questions will then be part of your active participation grade. Grades will be determined by both the quality of the questions, and the ability to elicit informed involvement of the class (i.e. their participation).

Notecards

Students will also be given 8 notecards the first day of class. Students are required to bring a notecard with a thoughtful question that will inspire discussion related to the readings on the dates assigned (see “Course Schedule” in syllabus). You will **submit a notecard before class with your name and date for each card.**

The notecards will serve multiple purposes: 1) aid in our discussion 2) increase participation from all students 3) count as your attendance on those assigned days 4) allow me to see the depth in which you are reading/analyzing the material. Therefore it is imperative that you give thought to what you would like to pose to the class and the instructor. Please **do not work with other classmates to craft your questions**, as each notecard will be part of your active learning grade. If you do share questions, this will be considered cheating as with any other non-group assignment. Questions that are used during class will be given a higher point total than questions that are not used in our discussion. Note: not all notecards can be used in class due to time constraints.

Self Assessment

You will also be asked to turn in your appraisal of how many out of the 10 active learning points you believe you deserve. ***Please turn in your active learning points with a two-sentence explanation (first sentence the point value you believe you should get and the second sentence a detailed reasoning why) as to why you have earned those points the week of 11/30.***

Criteria for Active Learning Evaluation:

- Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing for participating in group discussions and necessary for optimal learning.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, listening, reading with a critical eye, and reflecting and integrating your responses to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning process.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Adherence to the NASW Code of Ethics
- Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to the Professor early in the semester.

Papers and Projects General Requirements for ALL Papers

- 1) All papers (except the Final Personal Statement) will be submitted via Canvas by 9:30am on the date specified on this syllabus. Late papers will not be accepted.
- 2) APA is required for all papers. Please see the APA 6th Edition manual, the Purdue Owl website or the UT Writing Center for any questions. (For example, Times New Roman font, 12 pt., double-spaced, title page, etc.)
- 3) As future social workers and scholars, grammar and organizational structure is critical in relating your message effectively. Again, please contact the UT Writing Center for any questions. Please note that for individual papers, grammar and APA account for 30% of your grade.
- 4) Read the writing guidelines handout provided the first day of class before turning-in assignments

Critical Analysis & Observation Paper Project (20 points)

CAOPs are a collection of 5 independent papers that you will write about after completing an assigned out of class experience. These exercises are typically assigned a week in advance in class as they are related to key points based on the week's lecture. Each out of class exercise will be included in your CAOP project.

Individual CAOPs

While they will be due on specific days on Canvas, this is just to keep you on schedule, share experiences with me and to get your ideas on paper. I will check Canvas to make sure you have achieved the requirements of the paper, but your grade will come from the way you weave the 5 independent papers together for the project's due date. You can think of these as drafts but also a way to remember your experiences/thoughts/analyses as you write the CAOP project. Individual progress of CAOPs can be discussed in person during office hours. The CAOP project will include discussing each of the out of class exercises in your final paper. Each CAOP will be two-pages in length.

CAOP Project

In addition to summarizing each of your out of class exercise experiences, I would like you to also reflect upon these exercises/experiences now at the end of the semester in the CAOP final project. The purpose of the CAOP project is to note any changes of thoughts/feelings since the particular out of class exercises, how a particular exercise has "stuck" with you or how you were struck by your initial reactions to an out of class exercise and how that attitude has potentially changed and what areas you still need to learn more about yourself/grow as a social worker/advocate. The final CAOP project should be no more than 8 pages (not including the cover page & references) and must demonstrate an in-depth and personal reflection for full credit. NOTE: The final CAOP project should not be a "cut and paste" of all 5 CAOP papers into one project. The individual CAOP papers are just rough drafts of your final CAOP project plus added analysis and reflection.

The purpose of the papers is to clarify your thinking and practice expressing your views on controversial topics while written in a **scholarly fashion** (grammar, APA, etc.). Meaning, this is not a free-form journal entry for example. At times, I have found that writing a paper in sections is easier with students who are unfamiliar with writing larger papers.

If you choose not to participate in an out of class assignment, you need to speak to the Professor immediately and in person regarding your reasoning before the due date. **If you are late submitting any of your individual CAOPs your final CAOP project grade will be lowered by 5 points.**

Requirements:

- Integrate readings into your CAOPs sharing how it affects your future social work practice, how it might shape your thinking about the topic, etc.
- Write **your** thoughts, opinions, feelings related to the issues raised in the readings.
- Share your experiences directly related to the exercise (please use handouts from each out of class exercise to address questions posed)
- Create a cover sheet that includes your name and the out of class activity you are writing about. Do not write your name anywhere else on the paper.

Criteria for CAOP Project Evaluation:

10.00 pts Ability to demonstrate you have read the assigned material.

2.80 pts Relevance of your reflections to the readings.

4.00 pts In-depth and honest self-reflection.

3.20 pts Clarity, grammar, APA and timely completion of the assignment

Due Dates:

CAOP individual papers 9/14, 10/14, 10/21, 11/4, 11/16 submit via Canvas no later than 9:30am

Final COAP project (hard copy in a folder with your CAOP project and your 5 CAOP individual papers) due in class at 9:30am 11/25

Culture Chest (10 points)

- Choose a small box for your “culture chest.”
- Place **5 items inside the box (no more, no less)**, these are your “inner identities” that people **might not know about you by just passing by you on the street**. These items represent your social identities (e.g., race, ethnicity, sex, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world.
- Decorate the **outside of the box with 5 images (no more no less)** with your “outer identities” that describe how you think others view and treat you based on these social identities. These are identities that one might just **assume about you by passing you on the street** (e.g. gender identity, ethnicity, ability, religion, social class, age, etc.). As you can see, some of your inner and outer identities might be confusing to some individuals. For example, you might appear to be heterosexual but you identify as bisexual.

You can use objects including but not limited to pictures, drawings, words or phrases to decorate the outside of the box.

- Your presentation should indicate how each of the items relates to a social group membership, for example “this symbol reflects my gender because...”.
- Please try to be mindful of time while presenting your culture chest so others also have an opportunity to do the same. Going over immediately costs a peer their rightful time to share their own project.
- Each person will be **allotted 5 minutes maximum so please practice and time yourself to make sure you achieve this very important requirement.**

Criteria for evaluation:

3 pts Thoughtful contents inside the culture chest

3 pts Thoughtful decoration of the outside of the culture chest

4 pts Presentation during class, including your description of how each item relates to a specific social group membership and the usage of your time during the presentation.

Sign Up for Date: 8/31 Due Date: 9/21 & 9/23, depending on your assigned date you chose

Group Critical Analysis and Social Action Paper (35 Points)

Throughout the semester, readings, lectures, and class discussions will touch upon many pressing social justice issues. Students will indicate a topic area of interest to them. Students will self-select into groups and work together to develop a critical analysis and social action paper based on this Professor-approved topic. The length of the paper should be no less than 15 pages and no more than 20 pages including references but not including the title page.

Based on many years of requiring this project, I have noticed that student groups who do the best work tend to meet with me throughout the semester. I have also found that there's often a direct link to grade based on when students start their projects. This is a very attainable and fun project if you start it in September and work on it in sections together.

On **9/28**, each group will submit a one-paragraph summary describing the topic submitted on Canvas. One representative from each group can upload the paragraph (meaning I do not need every group member to upload their group's paragraph). The Professor will provide feedback on the paragraph uploaded to Canvas so the group representative will need to send the remaining group members my feedback regarding scope and feasibility.

The purpose of the paper is to:

- Assist in integrating course content (readings, course lectures & discussions)
- Sharpen your critical analysis skills (i.e. what do YOU think? Where are the gaps?)
- Give you practice in progressing from the critical analysis and identification of a social problem to formulating a viable social action plan
- Assist you in seeing past the problems of individual clients by identifying and addressing the broader, structural factors that compromise the well-being of individuals, families, and communities
- Give you an opportunity to work in a group setting

Your paper should include the following sections and each section builds upon the other:

- a. **Abstract:** Provide a brief, comprehensive summary of the contents of the paper. (NOTE: do this last when you really know what your paper entails)
- b. **Statement of Purpose:** Define the problem, including who is impacted and how.
- c. **Discussion of Research:** Integrate and summarize the existing literature on this social issue. This section should include background information related to the future sections of your paper and cite at least 10 scholarly articles on the topic. The literature will be a foundation for your social action plan.
- d. **Theoretical Framework:** Identify one theory that provides an explanation and understanding of the social issue. This theory will also be the basis of your social action plan. Make sure your theory reflects the social action plan.
- e. **Critical Analysis of the Problem:** Evaluate the credibility of the evidence presented in the discussion of the research by addressing the following critical questions when applicable:

What is the evidence that the problem is really a cause for societal concern? (e.g. How prevalent is it? What is its impact?)

What are the relevant arguments regarding the topic? (e.g. What are the arguments for or against it?)

Who is presenting this evidence? What perspective are they coming from?

Is there evidence that is being omitted from either the argument or the counter argument?

How might this problem be addressed if it were viewed as a structural, societal problem?

f. **Social Action Plan:** Based upon your critical analysis of the problem, outline a comprehensive social action plan that covers micro, mezzo and macro level change. Remember, you're stating that the status quo is oppressive. So including a social action plan of interventions/prevention strategies that are already taking place at a very basic level (i.e. micro: providing therapy to those with mental illness; mezzo: school-based programs that include social workers in prevention; macro: advocate for policy changes) does not make change. **So please include novel or innovative strategies your group members have created grounded in the literature you found.**

Criteria for evaluation:

1.75 pts Coherent description of the problem (does the reader know what the problem is?)

1.75 pts Description of the prevalence and impact of the problem (have you included statistics or other modes of quality information to let you know how "big" of a problem this is?)

1.75 pts Quality of synthesis of the relevant literature (does the discussion of research give the reader a general knowledge of the issue and its problems?)

12.00 pts Quality of critical analysis, including balanced discussion of opposing viewpoints (have you related it to a theory?)

15.50 pts Clarity and viability of social action plan related to the literature and theory NOTE: Make sure that the SAP matches some of the concepts you spoke of previously. So for example, if you are creating a mental health promotion program and you mention that males and females have very different rates of depression, but then you have a mezzo intervention that has males and females grouped together. Your program does not relate to what you previously wrote/shared. Also make sure you have **all three** (micro: one on one; mezzo: community based; macro: large scale) components in your SAP.

2.25 pts Adherence to APA style guidelines (title page, citations and reference page) and grammar.

Based on students' feedback, the Professor reserves the right to award differentially-weighted grades on the group project based on the contribution of the group members to the paper and presentation. Each student is required to provide evaluations of their fellow group members' contributions and a final grade you believe they deserve. **Please provide this on the due date of the paper via email or provide a hard copy in class.**

Sign Up for Topics: 9/3 Description of Topic: 9/9

Due Date: 12/2 (Turn in one hard copy in class)

Group Presentation of the Critical Analysis and Social Action Paper (15 total points)

The purpose of the presentation is to share information with your classmates that is important for social workers to know about the social justice issue you analyzed. Each group will present as though they are at a professional conference. They can present using a digital presentation (Powerpoint, Prezi, etc) or other presentation styles. **Presentations will not exceed 10 minutes.** To meet this requirement, groups will time their slides (i.e. slides will advance automatically by manually setting desired times) to stay on track and within the 10-minute max. Please see this URL if you do not know how to manually set up timed slides: <http://office.microsoft.com/en-us/powerpoint-help/time-slides-with-a-timer-HP005195255.aspx>

Please send a copy of your presentation materials to the professor (i.e. slides) **at least** 2 hours before your presentation (i.e. no later than 7:30am the day of your presentation).

The presentation should summarize the information covered in the Critical Analysis paper. So essentially your paper should be done when you present. I use this framework similar to how conferences are organized by presenting your paper and based on colleague's feedback you "tweak" the final product. Your presentation should include the following sections:

- The social justice issue defined, including prominent proponents and opponents
- Existing theory and relevant research
- Social action plan (this should be the largest portion of your 10 minutes as this is what you're contributing that is new to the field)

Criteria of Evaluation:

- 1 pts Ability to captivate and educate your audience about the social justice issue
- 10 pts Ability to provide an effective and convincing social action plan
- 2 pts Quality of the presentation
- 2 pts Extent to which you maximize your allotted time (IF YOU GO OVER THE 10 MINUTE MAXIMUM YOU WILL LOSE ALL OF THESE POINTS).

Sign Up for Presentation Date: 9/30 Due Date: 11/18 and 11/23

Final Personal Statement (10 points)

To demonstrate your learning over the course of the semester, as well as to integrate that learning into your future professional life, write a three-page essay that answers the following questions:

1. How have you grown as an individual and a future social worker?
2. What were the most important lessons you learned through your participation in this course?
3. How did you challenge your previous attitudes and opinions?
4. What were the most difficult aspects of this course for you? The most fulfilling?
5. How will this course help you in your future profession as a social worker?
6. What will be your contribution to the field of social work and how will you change the world? Has this changed from the beginning of the semester?

Criteria of Evaluation:

3 pts Ability to demonstrate reflection and self-exploration.

4 pts Ability to demonstrate professional growth as a social worker/social justice advocate.

3 pts Adherence to APA style guidelines and grammar.

Due Date: 12/2 in class, do not upload to Canvas, provide hard copy in person in class.

GRADING

Course Grades

Active Learning	10 pts.
COAP Project	20 pts.
Culture Chest	10 pts.
Group Critical Analysis and Social Action Paper	35 pts.
Group Presentation	15 pts.
Personal Statement	10 pts.
Total	100 pts.

GRADING CRITERIA

Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Professor prior to the due date. Grades are not curved in this class. Please read the following descriptions to understand the grading in this class.

Grades will be assigned as follows:

94.00-100 points A (excellent)
90.00–93.999 points A- (very good)

To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of **superior** quality.

87.00-89.999 points B+ (well above average)
84 -86.999 points B (above average)
80–83.999 points B- (slightly above average)

Work earning grades of B+ and B generally **exceeds assignment/performance expectations**; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.999 points C+ (average)
74.00–76.999 points C
70.00-73.999 points C-

Work earning grades of C+, C and C- may **substantially to minimally meet requirements**, have minor to more significant gaps, and lack evidence of in depth thinking and analysis.

67.00-69.999 points D+ (below average)
64.00-66.999 points D
60.00-63.999 points D-

Grades in the D range reflect work that has **important gaps in the assignment** both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0 points or below F (failing)

COURSE POLICIES

1. 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.
2. The Professor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
4. 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 Co-op.

Use of Canvas in Class

In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. **Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. It is required that students check their email daily.**

Course and Professor Evaluation

Students will have two formal opportunities to evaluate the quality of the course and instruction. Mid-way through the course students will be asked to provide an anonymous evaluation regarding the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to contact the Professor to discuss the quality of the course and instruction and suggest changes that will facilitate their learning.

UNIVERSITY POLICIES

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.

Professional Conduct in Class The professor expects students to act like 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.** We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the Professor does require that students engage one another with respect and professionalism.

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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be

perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Not all issues can be handled appropriately on email. Students that wish to discuss concerns about their performance, grades, an assignment, or other more complex matters need to attend the Professor's office hours or make an appointment.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among 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 <http://www.utexas.edu/safety/bcal>.

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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as 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. Social Work 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.

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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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 based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

COURSE SCHEDULE

Date	Discussion Topics	Readings	Assignments
Week 1 8/26 (W)	Introductions Syllabus		
Week 2 8/31 (M)	Power, Privilege & Oppression	Johnson, Ch. 1	Sign-up culture chest (in class) Notecard Question on Readings
Week 2 9/2 (W)	Power, Privilege & Oppression Structural Issues	Johnson Ch. 2	Sign up for paper topics (in class) Notecard Question on Readings
Week 3 9/7 (M)	Labor Day-No Classes		
9/9 (W)	Definitions, Conceptual Frameworks & Theoretical Perspectives	Johnson, Ch. 3	Sign up for group paper topics (in class) Notecard Question on Readings
Week 4 9/14 (M)	Culture, Identity & Social Construction Intersectionality	Johnson, Ch. 4	COAP (out of class exercise) Notecard Question on Readings
9/16 (W)		West Introduction and Ch. 1	Book Club – Group #1
Week 5 9/21 (M)	Presentations: Culture Chest		Culture Chest
9/23 (W)	Presentations: Culture Chest		Culture Chest
Week 6 9/28 (M)	Race & Racism	Johnson, Ch. 5	Paragraph description for Critical Analysis Paper (on Canvas) Notecard Question on Readings
9/30 (W)		West, Ch. 2	Sign up for Critical Analysis Paper presentation (in class)

			Book Club- Group #2
Week 7 10/5 (M)	Gender & Sexism	Johnson, Ch. 6	Notecard Question on Readings
10/7 (W)		West, Ch. 3	Book Club- Group #3
Week 8 10/12 (M)	Sexual Orientation, Heterosexism & Transgender Oppression	Johnson, Ch. 7	Notecard Question on Readings
10/14 (W)		West, Ch. 4	Book Club- Group #4 COAP (out of class exercise)
Week 9 10/19 (M)	Class & Classism	Johnson, Ch. 8	Notecard Question on Readings
10/21 (W)		West, Ch. 5	Book Club- Group #5 COAP (out of class exercise)
Week 10 10/26 (M)	Religion	TBD	
10/28 (W)		West, Ch. 6	Book Club- Group #5
Week 11 11/2 (M)	Ability & Ableism	TBD	
11/4 (W)	Age & Ageism	TBD	COAP (out of class exercise)
Week 12 11/9 (M)	LBJ Visit		Meet outside main doors of LBJ Museum before 9:30am to sign attendance (tour begins at 9:30am sharp)

11/11 (W)		West, Ch. 7	Book Club- Group #6
Week 13 11/16 (M)	Individual Group Mtgs in Class		COAP (LBJ visit)
11/18 (W)	2 group project presentations		Presentations
Week 14 11/23 (M)	2 group project presentations		Presentations
11/25 (W)	Group Mtgs (at Professor's office)		COAP Projects due (hard copies in folder)
Week 15 11/30 (M)	Advocacy	West, Ch. 8 & Epilogue	Book Club- Group #7
12/2 (W)	Wrap-up Reflection Looking Forward		Critical Analysis Paper Due (Paper, not Canvas) Personal Statement (PAPER, not Canvas)