

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

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| Course Number: SW 325 | Professor: Susan M. De Luca, Ph.D. |
| Unique Number: 61125 | Semester: FALL 2016 |
| Class Time: 9:30-11AM | Class Location: |
| Office Hours: | Office Location: |
| 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.

STANDARDIZED 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:

CAOP 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 & CAOP Papers, Culture Chest

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

Assignments:

CAOP 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:

CAOP 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 TEXT

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

Coates, Ta-Nehisi. (2015). *Between the World and Me*. New York, NY: Spiegel & Grau.

OPTIONAL TEXT

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. These deductions will be reflected in your Active Learning grade.

Students anticipating an absence from class for a legitimate reason (serious illness, family emergency) **must notify the Professor in advance by e-mail, but does not necessarily qualify as an excused absence.** 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

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.** I **strongly 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, 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.

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| Active Learning (10 points) |
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The BSW program is a rigorous program and **requires you to be:**

- a.) the chair of your education,** 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 groups’ questions (3-4 total) via email for feedback. During your assigned discussion day, please come prepared with your approved questions 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.

Notecards

Students will also be given a stack of 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. Exceptional notecards will be considered for active participation points.**

The notecards will serve multiple purposes: 1) aid in our discussion and 2) increase participation from all students. 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 exceptional 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. Note: not all notecards can be used in our class discussions 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 provide a hard copy of this assessment the week of 12/5. *Active learning points should consist of 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 12/5.*

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 (unless otherwise specified on calendar) 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 are 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. Any feedback provided on a previous paper from the Professor that occur again in subsequent papers is liable for return without grade.
- 5) Any paper over the page length will be returned.

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. 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. Papers exceeding this length will be returned.

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 8 pages in length (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 by expressing your views on controversial topics while written in a **scholarly fashion** (grammar, APA, etc.). Meaning, this is not a free-form journal entry. 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. Speaking to the Professor does not negate your responsibility to participate in and write about an out-of-class experience for that week and completed by the assigned due date. **If you are late submitting any of your individual CAOPs your final CAOP project grade will be lowered by 5 points. If you miss two CAOPs your grade will be lowered 10 points and so on.**

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 and applied to your future social work practice

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 9/12, 10/12, 10/19, 11/2, 11/14 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 11/28

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 by providing you privilege or lack of resources. 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 (again think of targeted and agent groups). 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. The Professor will time each presentation to make sure students have not gone over the maximum time period. Students who go over their 5 minutes will automatically lose 2 points from their final culture chest grade. Therefore it is important that you practice multiple times before you present in class.**

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: 8/29 Due Date: 9/19 & 9/21, depending on your assigned date you chose

Group Critical Analysis and Social Action Paper (35 Points)

During 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 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.

On **9/26**, 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.

In order to further understand the social justice issue you chose, **you will also need to interview a person who has lived experience on the topic.** "Lived experience" includes those who have first-hand knowledge of the topic either informally (i.e. someone who have lived in poverty) or formally (i.e. a social worker who serves those living in poverty). These interviews will help inform your paper by providing "real world" insight to supplement your scholarly articles.

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. Note: This is not the only part of the paper that needs citations.
- 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 counte

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

b. **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 are 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 hard copy in person in class. Do not upload to Canvas.

Sign Up for Topics: 8/31 Description of Topic: 9/26 Due Date 12/5

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 your group has 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 prepare your presentation as you would for a board of directors meeting (professional dress, conduct and language required).

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 organization similar to conference presentations 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

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: 9/7 Due Date: 11/16 and 11/21

GRADING

Course Grades

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| Active Learning | 10 pts. |
| COAP Project | 30 pts. |
| Culture Chest | 10 pts. |
| Group Critical Analysis and Social Action Paper | 35 pts. |
| Group Presentation | 15 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 avg)

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 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 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 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.

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 Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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://deanofstudents.utexas.edu/sjs/>).

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.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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 fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or 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.

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 <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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.

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 for keeping the university informed about a change of 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>.

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 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 <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 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.

COURSE SCHEDULE

| Date | Discussion Topics | Readings | Assignments |
|----------------------------------|---|-----------------|---|
| Week 1 8/24 (W) | Introductions Syllabus | | |
| Week 2 8/29 (M) | Power, Privilege & Oppression | Johnson, Ch. 1 | Sign-up culture chest (in class) Notecard Question on Readings |
| 8/31 (W) | Power, Privilege & Oppression | Johnson Ch. 2 | Sign up for paper topics (in class) Notecard Question on Readings |
| Week 3 9/5 (M) | Labor Day Holiday | | |
| 9/7 (W) | Definitions, Conceptual Frameworks & Theoretical Perspectives | Johnson, Ch. 3 | Sign up for group presentation (in class) Notecard Question on Readings |
| Week 4 9/12 (M) | Culture, Identity & Social Construction Intersectionality | Johnson, Ch. 4 | COAP (out of class exercise) Notecard Question on Readings |
| 9/14 (W) | | Coates, pp. TBD | Book Club – Group #1 |
| Week 5 9/19 (M) | Presentations: Culture Chest | | Culture Chest |
| 9/21 (W) | Presentations: Culture Chest | | Culture Chest |
| Week 6 9/26 (M) | Race & Racism | Johnson, Ch. 5 | Paragraph description for Critical Analysis Paper (on Canvas) Notecard Question on Readings |
| 9/28 (W) | | Coates, pp. TBD | Sign up for Critical Analysis Paper presentation (in class) |

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| | | | Book Club- Group #2 |
| Week 7 10/3 (M) | Gender & Sexism | Johnson, Ch. 6 | Notecard Question on Readings |
| 10/5 (W) | | Coates, pp. TBD | Book Club- Group #3 |
| Week 8 10/10 (M) | Sexual Orientation, Heterosexism & Transgender Oppression | Johnson, Ch. 7 | Notecard Question on Readings |
| 10/12 (W) | | Coates, pp. TBD | Book Club- Group #4 COAP (out of class exercise) |
| Week 9 10/17 (M) | Class & Classism | Johnson, Ch. 8 | Notecard Question on Readings |
| 10/19 (W) | | Coates, pp. TBD | Book Club- Group #5 COAP (out of class exercise) |
| Week 10 10/24 (M) | Ability & Ableism | Professor will provide on Canvas | |
| 10/26 (W) | | Coates, pp. TBD | Book Club- Group #6 |
| Week 11 10/31 (M) | Religion | | |
| 11/2 (W) | Age & Ageism | | COAP (out of class exercise) |
| Week 12 11/7 (M) | LBJ Visit | | Meet outside main doors of LBJ Museum before 9:30am to sign attendance (tour begins at 9:30am sharp) |

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| 11/9 (W) | | Coates, pp. TBD | Book Club- Group #7 |
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| Week 13 11/14 (M) | Individual Group Mtgs in Class | | COAP (LBJ visit) |
| 11/16 (W) | Group project presentations | | Presentations |
| | | | |
| Week 14 11/21 (M) | Group project presentations | | Presentations |
| 11/23 (W) | Thanksgiving Holiday | | |
| | | | |
| Week 15 11/28 (M) | Group Mtgs (at Professor's office) | | COAP Projects due (hard copies in folder) |
| 11/30 (W) | Advocacy | Coates, pp. TBD | Book Club- Group #8 |
| | | | |
| Week 16 12/5 (M) | Civil Rights Movement | | Group Critical Analysis and Social Action Paper Due (PAPER, not Canvas) |