Social Work 6354: Socially Oppressed Groups, Social Exclusion, and Social Justice (Summer 2014)
University of Texas at Arlington School of Social Work

**Time of Class Meetings:** Tuesdays and Thursdays 3:30pm – 5:20pm
**Class Location:** SWCA217
**Instructor:** Shannon Sliva, LMSW • shannon.graves@mavs.uta.edu
**Office Hours:** Office hours are available by appointment only. Please call email to set up an appointment. I will respond to all emails within 24 hours.

**CSWE Educational Policy and Accreditation Standards (EPAS)**
The content of this course is consistent with the requirements of the following CSWE Educational Policy and Standards:

**4.4 Social Welfare Policy and Services**
‘Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services’ CSWE EPAS pp9-10 Section 4.4.

**4.2 Populations-at-Risk and Social and Economic Justice. EPAS 2003:9.**
‘Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems’.

**Catalogue Description**
Past and present policies are examined related to people with disabilities, substance abusers, lesbians and gay men, juvenile delinquents, women convicted of criminal offenses, sex offenders and others who for various reasons experience social exclusion, stigma and social
control. Theoretical bases of societal reaction to these groups and the impact on social policy and social work practice is considered.

Student Learning Outcomes
Upon completion of this course, students will be able to demonstrate:
1. An appreciation of the impact of social and economic oppression on selected groups.
2. Critical appraisal of the differing explanations and definitions of “deviance” as a sociological concept, through a study of epidemiological and etiological theories and their implications for social policy.
3. Critical appraisal of the differing explanations and definitions of social stratification as a sociological concept and their implications for social policy.
4. Ability to evaluate research studies, data sources, and professional and personal responses to and policies concerning marginalized populations.
5. Consideration of social exclusion and social justice in relation to oppression and deviant behavior and an analysis of the application to social policy and social work practice.
7. The development of a thoughtful, analytical professional social policy practice and social work approach at both micro and macro levels to marginalized, oppressed and vulnerable populations.
8. Ability to evaluate social policies in relation to deviant behaviors, social stigma and social justice and understand their application to the role of the social worker at all system levels.
9. Familiarity with progressive social policy and social work approaches as a response to socio-economic oppression.

Requirements
Prerequisite of SOCW 5303

Required Texts


Topical selections from scholarly journals and periodicals as assigned in the course outline below. Selections will be available online or through the university library.

*Not available through university bookstore. You can buy or rent through Amazon.com
http://www.amazon.com/Privilege-Power-Difference-Allan-Johnson/dp/0072874899
(Previous editions are also acceptable)
# Course Outline

## Module 1 (June 3-5): Introduction to Course and Self Evaluation
- Review Syllabus and Course Approach
- Electronic Library Search
- Bloom’s Taxonomy and APA Style
- Introduction to Concepts of Oppression, Privilege, and Social Justice

**Read**: Hurst, Chapter 1  
Johnson, Chapters 1-3  
Online Module (No Class Meeting)

**Due**: Complete Open Notes Syllabus Quiz Online  
Self-Inventory Paper due June 6

## Module 2 (June 10 - 12): Causes of Inequality: Classical and Contemporary Theories
- Capitalism and Conflict Theory
- Social Construction

**Read**: Hurst, Chapters 9-10  
Johnson, Chapters 4-8

**Due**: Just be prepared to discuss Self-Inventory assignment, any questions about the syllabus, and the contents of this week’s readings.

## Module 3 (June 17 - 19): Personal and Social Consequences of Inequality and Exclusion
- Effects of Stereotyping and Social Disapproval/Exclusion
- Systemic Disparities

**Read**: Hurst, Chapters 11-12  

**Due**: Reflection 1

## Module 4 (June 24 – 26): Reactions to Inequality and Deviance
- Deny, Minimize, Blame, Rename, Justify, Defy
- Social Movements and Social Justice

**Read**: Hurst, Chapters 13-15  
Johnson, Chapters 9-10  
Online Module

**Due**: Reflection 2
<table>
<thead>
<tr>
<th>Module 5 (July 1 – 3): Class, Income, and Wealth</th>
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| - U.S. Class Structure  
- Income Inequality  
- Poverty and the Welfare State |
| **Read** | Hurst, Chapters 2-3  
Online Module |
| **Due** | Reflection 3  
**Term Paper Part I Due July 6** |

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<thead>
<tr>
<th>Module 6 (July 8 – 10): Gender and Sexuality</th>
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| - Social Construction of Gender  
- Occupational Segregation and Wage Inequality  
- Legal Exclusions |
| **Read** | Hurst, Chapters 6-7  
Online Module |
| **Due** | Reflection 4 |

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<tr>
<th>Module 7 (July 15 – 17): Race and Ethnicity</th>
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| - Social Construction of Race  
- White Privilege and Racial Inequality  
- Refugees and Immigrants  
- Intersectionality |
| **Read** | Hurst, Chapter 8  
Online Module |
| **Due** | Reflection 5 |

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<th>Module 8 (July 22 – 24): Aging and Disability</th>
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| - Mental Illness and Stigma  
- Physical Disabilities |
• Death and Dying

Read

Submit Reflection 6

Module 9 (July 29 – 31): Victims and Offenders

• Felony Exclusion Laws
• Restorative Justice
• Sex Trafficking and Victimization

Read

Due Reflection 7

Module 10 (August 5 – 7): Course Summary

• Working with Marginalized Groups
• Discussion of Term Projects
• Self-Reassessment: Are you prepared? What do you need?

Read

Due Term Paper

Course Assignments

**Weekly Reflection Papers and Participation** (70 points)
Each week in which a Reflection is designated in the syllabus, arrive at Tuesday’s class with a printed *parsimonious* written reflection of the course materials that you have read and reviewed (If we have an online *only* module on Tuesday, bring it to Thursday’s class). The purpose of this assignment is to demonstrate your level of engagement with the materials and help you digest and synthesize the wide array of information you have recently consumed. Responses require thought and critical reflection, not just a summary of the material. Be prepared to actively discuss and engage with the materials.
In each Reflection, use the following subheadings to address the questions below:

1. **Fact**: What did the reading/class materials say to you? (Summarize key points within the material)

2. **Concretizing**: Give concrete examples of how the ideas or principles apply in various contexts (for example within your life or within the world around you).

3. **Congruence**: How does the reading fit with your beliefs, feelings, and values? Or your view of the world? Does the information confirm or disconfirm your beliefs, feelings, and values?

4. **Response**: What are your reactions? What is important within this information to you? What attitudes, skills, and concepts have you gained from this material?

5. **Questions**: Include at least two questions that would help further your knowledge or understanding around this topic.

You will earn 10 points each week by bringing a complete, thoughtful reflection. If you are not present in class, you may submit your reflection by email prior to the start of class. The page limit for this assignment one to two pages single spaced. Please include your name and the class date. **Due as indicated on syllabus (Weeks 3-9).**

**Self-Inventory Paper** (30 Points)
Having read the introductory materials assigned for week one (including the online module), write a short reflection paper which:

(1) Introduces yourself and your interest in this course,
(2) Describes the contents of your invisible knapsack (sources of unearned privilege/power in your life) and how this has impacted you,
(3) Discusses the ways in which you have experienced oppression or exclusion in your life and how this has impacted you.

Page limit is two to four pages double spaced. This assignment will be graded based on the thoughtfulness with which you have addressed the criteria as well as your use of APA style and professional writing. **Due June 6 via SafeAssign/Blackboard.**

**Term Paper** (100 Points Total)
The term paper is designed to relate your cumulative understanding of the experience of a marginalized group and relevant social work practices and policies which affect the lived experience of this group. In order to successfully complete this assignment, you will need to include the following. A rubric will be provided for further guidance.

(1) Convey a personal account, as shared with you personally, of one or more individuals who are a member of this group. Honor the experience of the individual without assuming that all individuals in this group have the same experience.
(2) Visit a group or organization which serves this group to collect information about the challenges of service provision, organization, or advocacy on behalf of this group.
(3) Provide a thoughtful, theoretically-guided analysis at least one social policy or widely implemented social practice which affects the well-being of this group.

In order to complete this assignment successfully, you will need to begin work on it early in the semester. You will turn it in twice, in the following formats:

**Part I (25 Points):** An introduction of your topic and its relevance to social work (this will serve as the introduction to your final paper) and an outline of your paper indicating with whom you will speak and what their authority is, which group or organization you will visit, and which policy or practice you believe you will address. It is preferable that you have already made preliminary contacts with individuals and groups in order to guide you in selecting a relevant policy or practice. Also include a reference page which indicates a tentative list of at least five professional references you may find useful. The introduction and outline together may be two to three pages, not including title or reference page. Your paper will be graded on the extent to which it includes all required criteria, meets the purpose of the assignment, and shows that you have begun thoughtfully exploring your topic. It will also be graded on APA style (excepting the outline), and professional writing/presentation. **Due July 6 via SafeAssign/Blackboard.**

**Part II (75 Points):** Submit your final paper according to the provided rubric. Use APA style and professional writing habits as indicated in the rubric. The final paper should be eight to ten pages, not including title or reference page. **Due August 8 via SafeAssign/Blackboard.**

**Grading**

This is course is graded on a 200 point system.

A = 200-180; B = 179-160; C = 159-140; D = 139-120

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**Assignment Weighting**

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<tr>
<th>Assignment</th>
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<tr>
<td>Weekly Reflections</td>
<td>70</td>
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<tr>
<td>Self-Inventory Paper</td>
<td>30</td>
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<tr>
<td>Term Paper Part I</td>
<td>25</td>
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<tr>
<td>Term Paper Part II</td>
<td>75</td>
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<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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**Grading Criteria**

All assignments must respond entirely to the criteria listed in the syllabus course assignment description and must demonstrate higher-order thinking. Analysis, evaluation, and synthesis will be valued over regurgitation and summarization, as described in Bloom’s Taxonomy. Bloom’s Taxonomy is pictured below and will be reviewed during the first week of the course.
It is the responsibility of social workers to represent the field with professionalism, scholarship, and high levels of basic competence. As a result, grammar, syntax, and spelling will always be graded, and all assignments must be properly formatted and referenced in APA style.

**Plagiarism**
Each sentence or part of a sentence must be entirely in the student’s own words, unless a direct quotation is indicated by the use of quotation marks and page numbers. All sources of words or ideas must be attributed by citation. Failure to observe these guidelines is plagiarism and will result in failure to meet the criteria for the assignment. Accordingly, the instructor reserves the right to refuse plagiarized work or to assign it a grade of zero. Students found guilty of academic dishonesty will be referred to the Office of Student Conduct and may receive a failing grade in the course.

**Late Work**
Turning in work on time is a professional skill which is essential for master level social workers. This includes starting assignments far enough in advance to navigate unexpected challenges and then communicating early on about any confusion or difficulty in meeting the criteria for any assignment. Unless prior permission is granted in advance, late work will result in a penalty of 5% per day. For example, a paper turned in two days late can make a maximum of 90% of the grade for the assignment.

**Our Learning Contract**
It is my hope that our interaction during the span of this course will be guided by mutual respect, understanding, and commitment. As the instructor, I commit to providing a safe but challenging (and hopefully, fun) learning environment in which you have every opportunity to succeed in gaining the knowledge and skills imparted during this course. I commit to employing stimulating research-based teaching methods that are most likely to contribute to your success. I commit to providing you with clear expectations regarding what will be required of you and prompt feedback about your progress in the course. I commit to being in constant creation of this course and of your learning experience. Should this creation result in any changes to our course plan or syllabus, I commit to notifying you promptly and with clarity. I commit to being on time, prepared, fully engaged, and present to your needs as students. I commit to giving you my best effort as an instructor and social work professional.
In return, I ask that you likewise make commitments to your own success. I ask that you commit to being on time, prepared, and fully engaged for each course session. I ask that you commit to contributing fully to group discussions and activities. I ask that you commit to speak with openness, honesty, and compassion, and that you commit listen to others with the same. I ask that when you submit assignments, you commit to turning in work that is timely and represents your best effort as a student and social work professional.

In recognition that life can be unpredictable, I ask that whenever you are unable to fulfill any of the above commitments to this course that you provide as much advance notice as possible and take responsibility for any actions needed to remedy the broken commitment. Likewise, I will do the same.

**University Policies**

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 - The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Academic Integrity**

It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

**Student Support Services**

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.
**Bomb Threats**
If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

**E-Culture Policy**
The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**Grade Grievances**
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

**Recommended Readings**


