

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course/Unique Number: UGS 302 / U# 64605	Office Number: SSW 3.130K
Semester: Fall 2009	Office Phone: 471-6266
Meeting Time/Place: Wed 8:30-11:30 / SSW 2.140	Office Hours: Thurs 2:00-3:30 & appt TA: Tues 2:00-3:30
Instructor: Yolanda C. Padilla, PhD, LMSW-AP, Professor, ypadilla@mail.utexas.edu	
Teaching Assistant: Jodi Berger Cardoso, MSSW, LCSW, jberger@mail.utexas.edu	

Signature Course

HOW TO CHANGE THE WORLD: THE ART OF ADVOCACY (UGS)

FLAG: *Writing Component*
FIG: *Leading Longhorns*

Signature Courses are an important part of becoming a successful college student. Signature Courses are designed to introduce UT undergraduates to academic discussion and analysis of issues of contemporary real-world importance from an interdisciplinary perspective. Students learn to be effective communicators, inquisitive researchers, and critical thinkers. In a Signature Course our learning experience extends beyond the classroom to include the use of the unique gems and resources – museums, archives, lectures – of the University of Texas at Austin.

I. Course Description

The purpose of this course is to provide hands-on exposure to a variety of advocacy approaches to social change, beginning at the local community level but forming part of larger social movements. Through guest talks and contact with various organizations in the Austin community, students will learn about advocacy efforts in areas such as education, the environment, and social inequality. The forms of advocacy which the course will explore will include political/lobbying methods, community mobilization, grassroots organizing, and public education. The aim of the course is to expose students to various avenues to changing the world involving critical analysis and civic engagement in the community. We will explore theoretical, conceptual, and empirical literature across an interdisciplinary spectrum to build a critical forum for our understanding of the art of advocacy.

II. Teaching Methods

This class is conducted using a seminar format. The primary teaching approach in this seminar is collaborative learning. Collaborative learning involves small group discussions in which students have the opportunity to apply concepts to a variety of situations. Students should be prepared to

discuss the readings in class. Class attendance and participation is required and essential for successful completion of this course.

III. Required Readings

Articles and book chapters available on Blackboard. See list under “Course Schedule” below. Books also on reserve at the Perry-Castaneda Library (PCL).

Guides to Critical Thinking and Effective Communication

Cox, Martin R. 2007. *What Every Student Should Know About Preparing Effective Oral Presentations*. Boston: Allyn & Bacon. (On reserve at the PCL;
<http://www.mypearsonstore.com/bookstore/product.asp?isbn=0205505457>)

Paul, Richard and Linda Elder. 2008. *The Miniature Guide to Critical Thinking: Concepts & Tools*. Dillon Beach, CA: The Foundation for Critical Thinking. (www.criticalthinking.org/)

Williams, Joseph M. 2007 (9th Ed.). *Style: Lessons in Clarity and Grace*. New York: Pearson Longman. (Optional. Prior edition on reserve at the PCL.)

IV. Course Requirements

1. Engagement in Class Discussion	15%
2. Case Study on Issue of Interest (5 pages) and Student-Lead Discussion	25%
3. Archival Research Report (3 pages)	15%
4. 3 Reflection Essays (3 pages each), 15 points each	45%
	100%

Engagement in Class Discussion

Students are expected to attend class sessions regularly and to participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade.

Case Study on Issue of Interest and Student-Lead Discussion

Student-Lead Discussion. This will be your chance to explore advocacy in your area of interest and share it with the rest of the class. Students in small groups of about 2-3 can select the same issue or two separate issues. Part of the focus will be on showing how your case study illustrates the theme listed for the selected week. The students will present on the issue (about 10 minutes each) and lead a class discussion (for a total of about 1 hour long). Plan to meet with me at least two weeks prior to the designated week in preparation for leading the discussion.

Case Study Analysis (5 pages double-spaced). In addition to presenting and leading the discussion, each student will submit a 5-page written analysis. Incorporate literature on your issue using at least five references in addition to the assigned readings for the week. What insights on your issue surface in your case study? Include a bibliography (in addition to the 5

pages of text). Each student's case study is due the day of their class-lead discussion. You will have an opportunity to revise your paper. I will give you feedback on your first submission and a final revised draft will be due within 2 weeks of the time you receive my feedback.

Archival Research Report (3 pages double-spaced)

As part of our learning on advocacy, we will engage in exploring original documents related to an area of reform of interest to you. We will visit the *Center for American History* and learn how to use archival collections. You will be able to select a collection from the Sara Clark Collection on Social, Political, and Environmental Reform (see list on Blackboard) that fits your interests. Write a short report on what you gained from your experience: why did you choose this area of reform? Report on something interesting that you found and why it is important to you. How do you envision the documents you reviewed being used? Using 3 to 5 published articles or books, consider how looking at original documents adds to an understanding of your area of interest.

Three Reflection Essays (3 pages each double-spaced)

In addition to the readings for the week of September 2, select two other weeks of readings (excluding the week for which you do your case study) and write a critical analysis of the ideas put forth in those readings. The reflection should integrate the ideas in the readings and your personal reflection on issues of concern to you (e.g., environment justice): connect your experiences to the larger questions and concepts discussed in the readings. Due at the beginning of class (maximum credit for late essays will be 50 points).

University Lecture Series

How to Know a Tyrant When You See One:

Models of Tyranny and Leadership from Classical Drama

Date: September 22 at 7 p.m.

Location: Bass Concert Hall (can be viewed online within 72 hours after each lecture)

Dean Paul Woodruff, School of Undergraduate Studies

Tyranny is the opposite of freedom. If we care about our freedoms we need to know what tyranny looks like. Tyranny shows up brilliantly in theater. We will see three exciting scenes of tyrants in action, performed by the Department of Theater and Dance, along with a commentary on freedom and tyranny by Paul Woodruff, who has recently published a book on the idea of democracy. See three loathsome but hardworking tyrants in scenes from Sophocles' *Antigone*, Shakespeare's *Measure for Measure*, and Ibsen's *A Doll's House*.

You are encouraged to attend several of the University lectures and events.

See <http://www.utexas.edu/ugs/uls> for related university events.

University Gems

Center for American History:

The Sara Clark Collection on Social, Political, and Environmental Reform

Date: October 7, 9:00 to 11:15 (plus time on your own for conducting archival research)

Location: Sid Richardson Hall, Unit 2

Among Center for American History's major research strengths is the history of social justice movements in the United States. The Center's resources on this topic include a wide range of materials relating to civil rights, anti-war protest, prison reform, lesbian-gay rights, the anti-smoking movement, and environmental activism.

You are encouraged to explore other University gems.

See <http://www.utexas.edu/ugs/sig/propose/requirements/gems> for other UT gems.

V. Course Schedule

Participation in Community Advocacy Events

Field visit as a class: We will attend one community event outside of class time. The date and time will be determined based on student schedules.

Student-selected event (individual-basis): Each student will select one community advocacy event within his or her area of interest from a list provided by the instructor (see Bb). Students may select other events with **pre-approval** and the event must be a **minimum of 3 hours**. Examples are: a workshop on how to engage in advocacy, a rally, a community-wide town hall meeting. Students will be asked to talk about what they learned about advocacy in class.

Conversations with special guests: We will have conversations with special guests involved in advocacy work, who I will invite to the class depending on availability.

Aug 26	Overview of the course
Sept 2	<p><i>Ideologies of social change</i> Case: Saul Alinsky and the Democratic Promise</p> <p><i>“Let them call me rebel and welcome, I feel no concern from it; but I should suffer the misery of devils, were I to make a whore of my soul” - Thomas Paine</i></p> <ul style="list-style-type: none"> • “Introduction to the Vintage Edition,”* • “Afterword to the Vintage Edition” <p>In <i>Reveille for Radicals</i> by Saul D. Alinsky (NY: Random House, 1946, 2nd Edition 1969).</p> <p><u>Film</u>: <i>The Democratic Promise, Saul Alinsky and His Legacy</i></p> <p><u>Essay</u>: What, if anything, is your ideology, which provides you with a formula for a way of life?</p>
Sept 9	<p><i>Viewing ourselves as advocates – viewing ourselves as agents of change</i> Case: Educators and Nurses</p> <ul style="list-style-type: none"> • “Committing to Social Justice: The Behavioral Intention of School Psychology and Education Trainees to Advocate for Lesbian, Gay, Bisexual, and Transgendered Youth” by Paul C. McCabe and Florence Rubinson, <i>School Psychological Review</i>, 2008, 37 (4), 469-486. • “Development of the Role of Public Health Nurses in Addressing Child and Family Poverty: A Framework for Action,” by Benita E. Cohen and Linda Reutter, <i>Journal of Advanced Nursing</i>, 2007, 60 (1), 96-107.
Sept 16	<p><u>Event associated with the Lecture Series</u></p> <p><i>How to Know a Tyrant When You See One (University Lecture Series)</i></p>

<p>Sept 22 7:00 p.m.</p> <p>5:45 p.m.</p>	<p><u>Location</u>: Bass Concert Hall (can be viewed online within 72 hours)</p> <p>Pre-Lecture Pizza Party</p> <p><u>Location</u>: McCombs Red Zone (in the Stadium, north entrance, across from Bass Concert Hall)</p>
<p>Sept 23</p>	<p><i>The moral and ethical foundations of advocacy</i> Case: Mindful virtue, mindful reverence</p> <p><i>“The virtuous person ... experiences outrage at unfairness, cruelty, and cowardice. Virtue, from this point of view, is not some passive goody-two-shoes state of self-anointed superiority. It entails active engagement and strong character and a sense of honor.”</i></p> <p>- Goodenough and Paul Woodruff, 2001, p. 592</p> <ul style="list-style-type: none"> • “Mindful Virtue, Mindful Reverence” by Ursula Goodenough and Paul Woodruff, <i>Zygon: Journal of Religion & Science</i>, 2001, 36 (4), 585-595. • “Introduction: Why Americans Fear the Wrong Things” in <i>The Culture of Fear</i> by Barry Glassner (NY: Basic Books, 1999). <p><u>Optional</u>:</p> <ul style="list-style-type: none"> • “Freedom from Tyranny (And from Being a Tyrant)” in <i>First Democracy: The Challenge of an Ancient Idea</i>, by Paul Woodruff (NY: Oxford University Press, 2006).
<p>Sept 30</p>	<p><i>Resistance in institutions</i> Case: Self-advocacy by people with disabilities</p> <ul style="list-style-type: none"> • “I Would Never Walk, Talk, Sit or Stand! The Girl on the Tricycle” by Marjorie Chappel • “Maureen Oswin and the ‘Forgotten Children’ of the Long-stay Wards” by Sheena Rolph and Dorothy Atkinson <p>In <i>Exploring Experiences of Advocacy by People with Learning Disabilities: Testimonies of Resistance</i> by Duncan Mitchell, Rannveig Traustadottir, Rohhss Chapman, Louise Townson, Nigel Ingham, and Sue Ledger (London: Jessica Kingsley Publishers, 2006).</p> <ul style="list-style-type: none"> • “From Advocate to Activist? Mapping the Experiences of Mothers of Children on the Autism Spectrum” by Sara Ryan and Katherine Runswick Cole, <i>Journal of Applied Research on Intellectual Disabilities</i>, 2009, (22), 43-53.

Oct 7	<p><u>Visit to the Center for American History (9:00-11:15 a.m.)</u> <u>Location: Sid Richardson Hall, Unit 2</u></p> <p>Meet at the <u>Center for American History</u>, The Sara Clark Collection on Social, Political, and Environmental Reform, for a workshop on conducting archival research. To prepare for this workshop, review and select an area of interest within the list of collections on social reform in this collection posted on Blackboard.</p>
Oct 14	<p><i>Giving voice to marginalized populations: between social movements and establishment</i> Case: Advocacy for urban youth, working within the system</p> <ul style="list-style-type: none"> • “Introduction,” • “Organizations Advocating for Youth,” • “Youth Advocacy on the Ground” <p>In: <i>Between Social Movements and Establishment: Organizations Advocating for Youth</i> by Milbrey McLaughlin, W. Richard Scott, Sarah Deschenes, Kathryn Hopkins, and Anne Newman (Stanford: Stanford University Press, 2009).</p>
Oct 21	<p><i>Political activism in popular culture</i> Case: Hip-hop expression by youth and others</p> <p><i>“Whether the levees being in disrepair for decades, the pressure cooker conditions of our cities that creates violence, or the lack of accessible healthcare in a country that wastes its wealth on prisons and war, we need to look at the symptomatic tragic outcomes of these root problems as wake up calls for creating long term change, not just band aid solutions after the fact.”</i> - Invincible, <i>Invincible Shapeshifters</i>, EMERGENCE Media 2008 (CD insert)</p> <ul style="list-style-type: none"> • “All I Need Is One Mic: Mobilizing Youth for Social Change In the Post-Civil Rights Era” by Andreana Clay, <i>Social Justice</i>, 2006, 33 (2), 105-121. • “From ‘Crisis’ to ‘Activist’: The Everyday Freedom Legacy of Black feminisms” by Heather A. Oesterreich, <i>Race, Ethnicity, and Education</i>, 2007, 10 (1), 1-20. • “Growing the Size of the Black Woman’: Feminist Activism in Havana Hip Hop” by Ronni Armstead, <i>National Women’s Studies Association Journal</i>, 2007, 19 (1), 106-117. <p><u>Docu-music Video: Locusts</u> [to be shown in room 2.130]</p>

Oct 28	<p><i>Adopting the language of human rights</i> Case: How it changes the public discourse on poverty</p> <ul style="list-style-type: none"> • “The Right to Subsistence: Strategic Implications of the U.S. Social Justice Movement’s Adoption of Human Rights” by Daniel Chong, Paper presented at the annual conference of the American Political Science Association, August 31, 2006.
Nov 4	<p><u>Field event to be scheduled</u></p>
Nov 11	<p><i>The intersections of human well-being and social justice</i> Case: Can we achieve health without social justice?</p> <ul style="list-style-type: none"> • “Introduction: Human Rights and the Health Population” by Chris Beyrer • “Advocacy Strategies for Affording the Right to Health” by Holly Burkhalter <p>In <i>Public Health & Human Rights: Evidence-Based Approaches</i> by Chris Beyrer and H.F. Pizer (Baltimore: The John Hopkins University Press, 2007).</p>
Nov 18	<p><i>When advocacy efforts undermine the goal of social equality</i> Case: The legitimacy of international NGOs</p> <ul style="list-style-type: none"> • “To Whom, for What, and About What? The Legitimacy of Human Rights NGOs in Kenya” by Betty K. Murungi in <i>Public Health & Human Rights: Evidence-Based Approaches</i> by Makau Matua (Philadelphia: University of Pennsylvania Press, 2009). • “International NGOs and Primary Health Care in Mozambique: The Need for a New Model of Collaboration” by James Pfeiffer, <i>Social Science and Medicine</i>, 2003, 56, 725-738.
Nov 25	<p><i>Radical perspectives on advocacy</i> Case: Feminist advocacy for gender equality and equity on a global level</p> <ul style="list-style-type: none"> • “Law, Sexuality, and Politics in Uganda: Challenges for Women’s Human Rights NGOs” by Sylvia Tamale in <i>Human Rights NGOs in East Africa: Political and Normative Tensions</i> by Makau Mutua (Philadelphia: University of Pennsylvania Press, 2009).
Dec 2	<p>Student reflections on social change and the art of advocacy Course Evaluations</p>

* Readings marked by bullets.

VI. Classroom and University Policies

Classroom Policies

Use of Blackboard in Class

This course uses Blackboard, a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and other course-related work. You will be responsible for checking the Blackboard course site regularly for class work and announcements. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Classroom Etiquette

Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class and computers turned off (except when used for classroom purpose with professor authorization). Students who use gizmos for non-class related activities will be marked absent and asked to leave for the remainder of that class.

Late Work

All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Assignments will be penalized 10 points for each calendar day late. Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW LRC). Late exams will be penalized at least 10 points (except in the case of pre-approved, documented emergencies).

Style Manual and Proper Credit

The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work. It provides guidelines for formatting papers and referencing sources. To avoid plagiarism, you must correctly cite your sources when using words or ideas that are not your own. When you use exact quotes, use quotation marks and cite the source. Give credit as well when using someone else's ideas, even if you reword the idea.

Writing Center

I encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222 (<http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

University Notices and 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 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 fourteen 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>.

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.

University Grading Policy

100 - 94 = A	89 - 87 = B+	79 - 77 = C+	69 - 67 = D+	59 and below = F
93 - 90 = A-	86 - 84 = B	76 - 74 = C	66 - 64 = D	
	83 - 80 = B-	73 - 70 = C-	63 - 60 = D-*	

* Considered the lowest passing grade.

Important University Dates

Sept. 23 Last day to drop without penalty

Oct. 21 Last day an undergraduate student may, with the dean's approval, withdraw from the University or drop a class except for urgent and substantiated, nonacademic reasons.

See Academic Calendar for other important dates:

<http://registrar.utexas.edu/calendars/09-10/index.html>