



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

**Semester/Year:** Spring 2020

**Course Title:** Special Topics: Green Social Work: Environmental Justice, Sustainability, and Social Change

**Course Prefix/Number/Section:** SOCW 5392 (formerly SOCW 6392)-001

**Instructor Name:** Karen Magruder, LCSW

**Faculty Position:** Assistant Professor in Practice

**Faculty Profile:** <https://mentis.uta.edu/explore/profile/karen-magruder>

**Office Number:** Social Work A- 201F

**Phone Number:** 602-316-0661

**Email Address:** karen.magruder@uta.edu

**Office Hours:** By appointment (virtual or in person)

**Day and Time of Class (if applicable):** Online

**Location:** Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu>; Canvas: <https://uta.instructure.com/>

### A. Description of Course Content

This course provides a foundational overview of climate science, explores the concept of environmental justice, and examines the disparate impact of climate change and environmental degradation on vulnerable, marginalized populations. Students develop skills to advocate for policies and practices to mitigate the disparately negative effects of climate change and promote more long-term environmental sustainability.

**Prerequisite:** SOCW 5306

### B. Student Learning Outcomes

By the end of the course, students will have understood how climate change science and its impact on global sustainability and vulnerable population, as evidenced in each of the 9 CSWE 2015 EPAS Competencies that comprise social-work practice. However, the course's primary emphasis is on students mastering Competencies 1, 3, 4, 5, and 7.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice  
Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service

#### Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental

#### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

### **C. Required Textbooks and Other Course Materials**

The course does not utilize a textbook. Instead, all required readings will be posted on Canvas for students to download and read electronically.

*\*This course has been designed with environmental impacts in mind. Not having a physical textbook and offering the course online reduces the class's carbon footprint due to reduce material consumption and transportation emissions.*

### **D. Additional Recommended Textbooks and Other Course Materials**

*I encourage students to take an active role in their own learning by providing supplemental materials on Canvas such as videos, documentaries, and reading recommendations which, although not required, gives*

students the opportunity to deepen their understanding of topics or concepts they are most interested in.

Students are encouraged, but not required, to read “Silent Spring” by Rachel Carson. The instructor will provide access to a free online audiobook. Students are also encouraged to utilize local libraries for copies of the book.

### E. Descriptions of Major Assignments and Examinations

Assignment	Points
<u>Environmental Justice Project (60 points total)</u>	
Part 1- What’s the problem and who is affected?	25
Part 2- What should be done?	15
Part 3- Do something about it!	20
Quizzes (3 at 5 points each)	15
Discussion Boards (5 at 5 points each)	25
<b>Total</b>	<b>100</b>

#### Discussion Boards (25 points total- 5 at 5 points each)

*(Addresses Competencies 1-9)*

In an effort to build community, foster the sharing of diverse perspectives, and apply what you are reading, you will be able to engage in discussion boards with your classmates.

Students will answer questions based on the readings and course lecture material. These questions will require you to have read the material, think critically about it and respond to the prompt in at least 250 words. You will also be able to see what your classmates wrote and respond to at least one of them with thoughtful comments and questions that reflect your knowledge of the readings in at least 100 words. It is the quality of the response that will be evaluated.

Be clear about the distinction between your opinions and materials taken from the text. In order to ensure that you are completing the required reading and understand the information, please **cite the readings** or other course materials (lecture PowerPoints, videos, etc.), **both in-text and in a reference citation at the end, to support specific information you provide**. It is expected that all responses to questions will be clearly written using correct spelling and grammar.

The classroom dialogues (Discussion Boards) should be an inclusive, intellectually stimulating environment where students are able to learn new and varied perspectives, express their opinions, and ask questions. Class discussions are great opportunity to practice being respectful, considerate, empathetic and professional. Students are expected to strive to exemplify the UTA Principles of Community of mutual respect, constructive communication, a supportive environment, collaborative relationships, leadership & service, and inclusion & diversity. Be cool! Any inappropriate or derogatory responses may be subject to point deduction or disciplinary action.

#### Quizzes (15 points total - 3 at 5 points each)

*(Addresses EPAS Competencies 1, 4 & 5)*

The content in this class is important stuff, so I want to make sure you retain this knowledge beyond this semester. One of the ways I help you practice and “ingrain” key concepts is through learning assessments (a.k.a. quizzes).

...But wait- don't tests just perpetuate rote memorization at the expense of critical thinking?? I'm so glad you asked!

I absolutely want students to move beyond basic knowledge- to analyze, apply, evaluate, etc., and you'll get a chance to do this with the other assignments. However, research shows that one of the *best ways to make this information stick in your memory long-term is through retrieval and recall* (Brown, Roediger & McDaniel, 2014). I've created quizzes along the way to help you practice recalling important concepts and ensure students have an accurate understanding of the material.

Quizzes will be administered online through Canvas periodically to assess your understanding of course material. The quiz will consist of 10 questions (0.5 point each) and will cover important concepts of the assigned readings. You will only have one attempt to answer all the questions, but the quiz is *not* timed and is *open book*- you can use your readings, lecture videos or other online resources to answer the questions. However, please DO NOT use your classmates. These should be completed INDIVIDUALLY. Correct answers will be displayed after the quiz due date.

### **Environmental Justice Project (60 points total)**

*(Addresses EPAS Competencies 1-8)*

I encourage students to practice their teamwork and collaboration skills, so you **may work with a group** of classmates you create (maximum of 4) **on Parts 1 & 2 ONLY**. This is **NOT required**. Pairs/groups should clearly indicate on the title page who was a part of the group and all members will receive the same grade.

Each part of this project should be thought of as a mini-paper and should stand alone, with their own title page, introduction, conclusion, references, etc. Papers should follow APA format, including title page, section headings, double-spaced, 12 pt font, page numbers, normal margins and a References page.

*The RUBRIC in Canvas (Modules > Course Information > Grading Rubrics) provides detailed point breakdowns for each part of this assignment.*

#### **Part 1: What's the Problem and Who is Affected? (25 points)**

First, **identify a specific environmental issue** (for example, food deserts, toxic waste, sea level rise, drought, increasingly extreme weather events like flooding or hurricanes, heat waves, wildfires, air pollution, plastic pollution in the ocean, etc.). For the purposes of this assignment, "climate change" is too broad of an issue. The problem you select may be caused by, related to, or exacerbated by climate change, which you can discuss. Or, you may choose an issue that is unrelated to climate change, such as dumping of toxic waste.

Review the literature as it relates to this issue. Assume the reader is unfamiliar with the topic. How do we know this is a problem? Include data to back up your assertions about the scope, frequency, intensity, etc. of the problem.

Then, **explain why this is a problem**. Describe the impact of that environmental issue on a specific vulnerable/marginalized population (children, aging, low-income island nations, etc.). If you would like to focus on the health or mental health outcomes of this problem that is fine, but specify a certain populations (e.g. individuals living in a certain geographic area, of a certain racial group, age, etc.). Rationale for linking this problem and this affected population should be clear and supported by persuasive and detailed explanation. Why is this a population of concern related to this issue?

You must include references to at least 3 empirical, peer-reviewed articles (e.g. from an academic journal- not a news website, blog, etc.). In addition to these three journal articles, you can cite other reputable sources such as the CDC website, EPA, etc.

Your paper should be thorough enough to convince the reading that this is a valid issue worth addressing, but concise enough to get your points across in a clear, succinct way. Part 1 should be no shorter than 3 full pages

and no longer than 5 pages. Students will not receive full points in this section if they are below the page minimum or go beyond the maximum page limit.

**Part 2: What should be done about it? (15 points)**

First, briefly recap what you discussed in Part 1. Then present a set of practice and policy recommendations for how to prevent problems and/or minimize the impact of this environmental issue for the above population, relying on evidence-based practices to the extent possible. This should include thoughtful, detailed and realistic proposals for both micro-level / direct-practice interventions as well as macro-level ideas such as community organizing or political advocacy. Provide compelling rationale for these recommendations. For example...Are these evidence-based practices? Have these strategies been implemented successfully in the past? What impact will these interventions have?

Paper should be 3-5 pages in APA format and include at least 3 references beyond what you cited in Part 1.

**Part 3: Do something about it! (20 points)**

REGARDLESS OF WHETHER YOU WORK INDEPENDENTLY OR IN A GROUP FOR PARTS 1-2, YOU MUST COMPLETE PART 3 INDIVIDUALLY.

Having knowledge of a problem and ideas for solutions is great, but the best part of social work is taking action to help others! For the final part of your EJ project, you will get to do something to address the issue you described in Part 1. Ideally, you will be taking one step towards a recommendation you outlined in Part 2. Of course, I do not expect one student to completely solve the problem in one fell swoop. You may or may not feel that the activity you complete made a significant difference- all I can ask is that you try! Amazing things can happen when we just take one small step towards change.

Here is a menu of your options for this assignment:

1. Meet in person with an influencer (elected official, community leader, school administrator, business executive, etc.) to discuss the issue and make recommendations for action
2. Write a letter to a legislator/ elected official
3. Write an op-ed piece that you submit to a newspaper
4. Create a blog post explaining the problem and proposed solutions
5. Make a YouTube video explaining the problem and proposed solutions
6. Attend a rally related to environmental justice issues
7. Participate in an environmental justice leadership training (for example, Climate Reality Leadership Corps, Citizens Climate Lobby training, etc.). Must be at least 2 hours.
8. Volunteer (at least 4 hours) with a nonprofit focused on the environment / issues related to your project
9. Organize a fundraiser to benefit a nonprofit focused on the environment / issues related to your project
10. Other activity with prior approval from instructor.

Regardless of what you choose to do, you will submit:

1. Proof of your activity. This will vary depending on what you did but could include a copy of what you wrote, photos from an event, emails confirming a meeting, etc.
2. A reflection paper summarizing your experience and lessons learned. Since this is a reflective paper it's fine to use first person language.
  1. Summarize what action you took. What did you do?
  2. Describe how this activity affected you. Some possible questions to explore include: What impact did this activity have on you, emotionally or intellectually? What did you learn? What thoughts and feelings do you have about it? Was it different than you expected?
  3. What impact will your efforts in Part 3 have on the environmental issue and/or vulnerable population you identified in Part 1?

4. Did the hands-on experience of “walking the walk” in Part 3 change the way you would approach policy and practice recommendations in the future? Why or why not?
5. What are your next steps? Do you plan to learn more about this issue? Take further action? Focus on a different issue altogether? Share what you learned with others?

Paper should be 3-5 pages in APA format and does not need to include outside references.

*More details on these assignments will be provided using detailed grading rubrics, located under Modules > Course Materials.*

### **Optional- Instructor Feedback on Ungraded Early Submission for Part 1**

There is an optional opportunity for students to send me a draft of their Part 1 *early* and **receive additional feedback from me in a safe (ungraded) environment so that you can learn and revise your work before submitting for a grade.** The purpose is to give students a chance to self-reflect, get feedback in a safe, low-stakes environment, receive feedback, and revise/ improve their work.

This is NOT:

- Extra credit
- A guarantee of an A on your final submission
- A meticulous review of your work- I'll be focusing on 1-2 aspects of your choosing, such as grammar, organization of ideas, APA, summarizing sources, etc.

How it works:

Please complete the form titled “Early Feedback Paper Submission Form” (Canvas> Modules> Course Materials) and submit along with your paper via email to karen.magruder@uta.edu by the deadline indicated in the course schedule below.

#### **Extra Credit**

But wait, there’s more! There is also an opportunity to earn extra credit by:

1. Completing an additional Resources discussion board (see Canvas) (0.5 point)
2. By meeting (virtually or in-person) with the UTA Writing Center to get help with your papers (1 point per session). First, make an appointment at the Writing Center. The writing center will then send me a summary of what you worked on within a week or so. **Please forward me the session summary email you receive from them to prove attendance**, and I will get your point entered.

Go to this link to make an appointment at the Writing Center\*:

<http://www.uta.edu/owl/>

We used to have a social work-specific writing center, but you can still browse some GREAT writing resources, including writing guides and several awesome webinars:

<https://www.uta.edu/ssw/student-resources/writing-resources/index.php>

\*Please note that I cannot control the Writing Center’s availability, especially around holidays. It’s your responsibility to reach out to schedule an appointment as early as possible.

## **F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last

date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

The Canvas course shell contains modules that may include assignment information, lecture materials, and additional resources. **Students are expected to log in to Canvas regularly and engage with each module. This is the equivalent of “coming to class”.** I make a special effort to record lecture videos for each module and include bonus material for further study. Instructors can determine which students are accessing course materials and time spent in Canvas. While this time is not graded, there is a strong positive correlation between time spent in modules (watching lectures, reviewing rubrics, etc.) and being successful in the class. Also, you are paying for this education so you might as well get your money’s worth, right?!

Please also **regularly check your email and Announcements in Canvas.** These are my main methods of communication with online students.

I will also work hard to be attentive in answering student’s emails. Since I typically teach five different classes each semester, ***it is very helpful for me if you include the course number (i.e. SOCW 53xx) and name (i.e. HBSE, Advanced Micro, etc.) in the subject line of all emails you send me.*** That way, if you asked a question about “the syllabus” or “the paper” I know which one you are talking about!

## **G. Grading**

You can set up notifications be notified immediately when a grade is entered for you under Account> Notification. In order to view feedback on Canvas submissions, you will see a blue 1 appear in a circle next to the Grades tab in the left-hand column of the course page. Click on that. From there, you can click on the blue hyperlink of the assignment name to:

1. **Click "Show Rubric" in the top righthand corner to see detailed feedback for each rubric item.**
2. See any highlighted comments IN the paper (used to highlight grammar, APA issues, etc.)
3. View my general comments on the paper (on the right hand side box).

Writing: I strive to help students polish their writing skills and prepare them for future academic and professional roles where grammar, organization of ideas, following directions, and formatting will be important. This could include a thesis or integrative paper, cover letters, documentation of client services, grant writing, designing treatment protocols, and writing research articles.

To help practice these skills, papers must be grammatically correct and follow APA style, 6<sup>th</sup> edition. This includes being double-spaced, using 12 pt font, and including a title page, section headings, page numbers and a references page. Papers should generally be written in the third person (avoiding I, me, we, etc.). See the following link for an APA sample paper:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html)

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. Students are **highly encouraged to review rubrics** in Canvas before submitting assignments.

Assignment Samples: Since some students are still learning APA style, I do provide a sample APA paper which allows students to review formatting. For "out of the box" assignments I may also provide some mini-samples to illustrate what I am expecting. However, I typically do not provide complete examples of previous students’ assignment work. This is a thoughtful decision that I think best facilitates students’ skill building based on the following factors:

1. In your career, you will often be expected to produce a deliverable without an example to go off of. While

some agencies may provide examples for things like documentation notes, many other important tasks (such as presentation requests, grants, research proposals, etc.) will include detailed instructions only.

2. I've found that when I provide samples this limits creativity and problem solving, as students try too hard to model their own work off the sample.
3. In some cases I may not have permission from previous students to use their work as examples.

If you are struggling with understanding assignment expectations, please don't hesitate to ask me! I am happy to clarify and provide guidance.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Final Points	Final Letter Grade
100-90	A
89.9-80	B
79.9-70	C
69.9-60	D
59.9 or lower	F

**Final grades will not be rounded up.** Any assignments completed in groups (if applicable) will result in each student receiving the same grade. Suggestions for earning a good grade:

- 1) Do the weekly readings
- 2) Turn in all assignments on time
- 3) Talk to the professor about any issues you are facing
- 4) Ask questions about assignments prior to the assignments due dates
- 5) Follow the syllabus and rubric guidelines for assignments

I am typically very quick to respond to questions via email ([karen.magruder@uta.edu](mailto:karen.magruder@uta.edu)) and will communicate regularly through the Announcements section in Canvas. Although I will try to send due date reminders, it's ultimately *your responsibility* to follow the schedule, submit assignments on time, and communicate with me if you encounter problems or need clarification.

I also do my best to grade quickly and give detailed, helpful feedback, and the earlier you turn your papers in ahead of time, the most likely you will be to get a rapid turnaround for a grade (since I won't have so many to grade at once if it's more spread out).

**Academic Integrity (READ THIS!!!):**

- UTA Plagiarism Tutorial: <https://library.uta.edu/plagiarism/>
- UTA Writing Center: <http://www.uta.edu/owl/>
- Social Work Writing Resources: <https://uta.edu/ssw/student-resources/writing-resources/index.php>
- Examples of Plagiarism and Unacceptable Paraphrases: <https://indiana.edu/writing-guides/pdf/plagiarism.pdf>

**The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately. THIS APPLIES TO ALL ASSIGNMENTS IN THIS CLASS.**

- All information from outside sources should be cited in APA format.
- Most information from outside sources should be paraphrased in your own words. Changing a couple words from the original source does not constitute an appropriate summary.
- Even if you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Magruder, 2019). You must also include a full reference in your references page.
- Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person's exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, "like this" (Magruder, 2019, p.1).
- Do not try copying your friend's paper (in whole or segments) from a previous semester and pretending it's your own. I have access to papers submitted previously even to other classes or institutions and I have caught several students doing this who thought I would never know.
- Do not resubmit a paper that you wrote for another class assignment. This is considered "self-plagiarism" and is not appropriate in the "real world". For example, if you write a journal article which is published in Journal A, you can't then copy that article (in whole or part) to be published as a "new" article in Journal B. Reusing your own work is also unfair to other students who put in the effort to write that paper.

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words.

Any students found plagiarizing (which includes using segments of another student's paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don't plagiarize and ask me if you have any questions.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

## H. Make-Up Exams

**Late Assignments:** My late policy is designed to help students practice meeting expectations of their future clients and employers to be timely and reliable. I understand that life happens and work to accommodate the needs of students with extreme unforeseen circumstances. However, students should also develop good time management skills and be able to prioritize commitments to make deadlines.

**Small assignments (10 points or less) will not be accepted late and cannot be made up.** More major assignments are not accepted past the due date unless under extreme circumstances (such as serious illness, death of a family member, deployment etc.) and **where arrangements are made with the instructor PRIOR to the due date. I reserve the right to ask for appropriate documentation (such as Urgent Care receipt, photo from car accident, etc.).** Late major assignments (more than 10 points) without prior arrangements may be accepted and at the discretion of the instructor and **will be docked 10% of the grade for each day it is turned in late.**

## I. Course Schedule

Note: For all of my online classes, the school “week” runs Monday through Sunday. Unless otherwise specified, **all assignments should be submitted in Canvas by 11:59PM on that Sunday night.**

I make a special effort to prepare for each class session/module well in advance to allow online students the flexibility of working ahead if they choose. You are welcome to submit assignments ahead of schedule if you’d like.

Week Of	Module	Topic(s)	Required Readings	Assignment Due
January 21-26	1	- Course Introduction/ Syllabus Overview	Syllabus	Discussion Board- Introduction
January 27- Feb 2	2	-Social Work Role in Environmental Issues	Hawkins, C. (2010). Sustainability, human rights, and environmental justice: Critical connections for contemporary social work. <i>Critical Social Work</i> , 11(3), 68-81.  Coates, J. & M. Gray (2012). ‘The Environment and Social Work: An Overview and Introduction’, <i>International Journal of Social Welfare</i> , 21, pp.230-238	
Feb 3- Feb 9	3	Climate Science 101 Communicating Climate Science	Walsh, J., et al. (2014) Appendix 4: Frequently Asked Questions. <i>Climate Change Impacts in the United States: The Third National Climate Assessment</i> , U.S. Global Change Research Program, 790-820.  National Academy of Sciences. (2014). <i>Climate Change: Evidence and Causes</i> . Washington, DC: The National Academies Press. <a href="https://doi.org/10.17226/18730">https://doi.org/10.17226/18730</a> .  Dryzek, J. S., Norgaard, R. B., & Schlosberg, D. (Eds.). (2011). <i>The Oxford handbook of climate change and society</i> . Oxford University Press. Chapter 11- Communicating Climate Change.	Discussion Board- Communicating Climate Science

Feb 10- Feb 16	4	Environmental Justice Issues  Intersectionality and vulnerability	Bullard, R. D., Mohai, P., Saha, R., & Wright, B. (2008). Toxic wastes and race at twenty: Why race still matters after all of these years. <i>Envtl. L.</i> , 38, 371 Denton, F. (2002). Climate change vulnerability, impacts, and adaptation: Why does gender matter?. <i>Gender &amp; Development</i> , 10 (2), 10-20.	Quiz 1
Feb 17- Feb 23	5	Extreme Weather Events (Natural Disasters)	Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. <i>International Social Work</i> , 57(4), 338-345.  Rinkel, M. & Powers, M. (2017). <i>Social Work Promoting Community and Environmental Sustainability: A Workbook for Social Work Practitioners and Educators</i> . Chapter 8: Community Development Intervention Guidelines for Communities Affected by Natural Disasters (Pg 107-118)	
Feb 24- March 1	6	Health and the Environment	Haines, A., Kovats, R. S., Campbell-Lendrum, D., & Corvalán, C. (2006). Climate change and human health: impacts, vulnerability and public health. <i>Public health</i> , 120 (7), 585-596.  Smith, KR, Woodward A, Campbell-Lendrum D, Chadee DD, Honda Y, Liu Q, Olwoch JM, Revich B, Sauerborn R. Chapter 11. Human health: impacts, adaptation, and co-benefits	Extra Credit- Resources Discussion Board

March 2- March 8	7	Mental Health & the Environment	<p>Dodgen, D., Donato, D., Kelly, N., La Greca, A., Morganstein, J., Reser, J., ... &amp; Ursano, R. (2016). <i>Ch. 8: Mental health and well-being</i> (from <i>The Impacts of Climate Change On Human Health in the US</i>, pp. 217-246). US Global Change Research Program, Washington, DC.</p> <p>Barton, J., &amp; Pretty, J. (2010). What is the best dose of nature and green exercise for improving mental health? A multi-study analysis. <i>Environmental science &amp; technology</i>, 44(10), 3947-3955.</p> <p>Engstrom, S. (2019). Recognising the Role Eco-grief Plays in Responding to Environmental Degradation. <i>Transdisciplinary Peace Praxis</i>, pp. 170-184</p>	Quiz 2
March 9-15		SPRING BREAK	NONE	
March 16- March 22	8	Maternal Health & Children	<p>Dominelli, L. (2018). <i>The Routledge Handbook of Green Social Work</i> (pp. 9-20). Routledge. Ch. 37- Working with Children in Disasters (Pg. 454-463)</p> <p>Schusler, T., Krings, A., &amp; Hernández, M. (2019). Integrating youth participation and ecosocial work: new possibilities to advance environmental and social justice. <i>Journal of Community Practice</i>, 1-16.</p> <p>Rinkel, M., &amp; Powers, M. (2017). Volume 1. <i>Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators</i>. International Federation of Social Workers. Chapter 10: Sustainable Wellbeing and Social Work with Children: Promoting Our Connectedness with Nature Through Nature- Assisted Interventions</p>	
March 23- March 29	9	Aging	<p>Smyer, M. A. (2017). Greening Gray: Climate Action for an Aging World. <i>Public Policy &amp; Aging Report</i>, 27(1), 4-7.</p> <p>HelpAge International (2015). <i>Climate Change in an Aging World</i></p>	Optional- Early Feedback on Part 1 Due

March 30-April 5	10	<p>Climate Refugees and Indigenous Populations</p> <p>International Conflict, War &amp; the Environment</p>	<p>Rinkel, M., &amp; Powers, M. (2017). <i>Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators</i>. International Federation of Social Workers. Chapter 14: Forced Migration and the Lived Experiences of Refugees (Pg. 192-199)</p> <p>CAN Military Advisory Board. (2014). <i>National Security and the Accelerating Risk of Climate Change</i>. Alexandria, VA: CAN Corporation. (Executive Summary Pg. 1-4)</p> <p>Dryzek, J. S., Norgaard, R. B., &amp; Schlosberg, D. (Eds.). (2011). <i>The Oxford handbook of climate change and society</i>. Oxford University Press. Chapter 16- Indigenous Peoples and Cultural Losses</p>	<p>Part 1 Due</p> <p>Quiz 3</p>
April 6-April 12	11	<p>Micro Level Change-Individual Actions</p>	<p>Dietz, T., Gardner, G. T., Gilligan, J., Stern, P. C., &amp; Vandenberg, M. P. (2009). Household actions can provide a behavioral wedge to rapidly reduce US carbon emissions. <i>Proceedings of the National Academy of Sciences, 106(44)</i>, 18452-18456.</p> <p>Billitteri, T. J. (2008). <i>Reducing your carbon footprint</i>. CQ Press.</p> <p>Gifford, R. (2011). The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation. <i>American Psychologist, 66(4)</i>, 290.</p>	<p>Discussion Board-Reducing Carbon Footprint</p>
April 13-April 19	12	<p>Mezzo Level-Community Organizing</p>	<p>Bailey, S., Hendrick, A., &amp; Palmer, M. (2018). Eco-social Work in Action: A Place for Community Gardens. <i>Australian Social Work, 71(1)</i>, 98-110.</p> <p>Krings, A., Kornberg, D., &amp; Lane, E. (2018). Organizing under austerity: how residents' concerns became the Flint water crisis. <i>Critical Sociology</i>.</p>	
April 20-April 26	13	<p>Macro Level-Renewable Energy and Sustainable Cities</p>	<p>Kuhlman, T., &amp; Farrington, J. (2010). What is sustainability?. <i>Sustainability, 2(11)</i>, 3436-3448.</p> <p>Project Drawdown Summary (link available on Canvas)</p>	<p>Part 2 Due</p>

April 27- May 3	14	Macro Level- Climate Policy	McCright, A. M., & Dunlap, R. E. (2011). The politicization of climate change and polarization in the American public's views of global warming, 2001-2010. <i>The Sociological Quarterly</i> , 52(2), 155-194.  Weber, E. U., & Stern, P. C. (2011). Public understanding of climate change in the United States. <i>American Psychologist</i> , 66(4), 315.	Part 3 Due  Complete Anonymous Student Feedback Surveys
May 4- May 8	15	Course Wrap Up	None	Discussion Board- Do something about it due <b>Wednesday May 6th</b>  Wrap Up Discussion Board due <b>FRIDAY May 8th</b>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

### J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

### K. Grade Grievances

See BSW Program Manual at: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>

Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

### L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00

PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

### M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: [brooke.troutman@uta.edu](mailto:brooke.troutman@uta.edu) or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:  
<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page..... <http://www.uta.edu/library>  
Subject Guides..... <http://libguides.uta.edu>  
Subject Librarians..... <http://library.uta.edu/subject-librarians>  
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
Library Tutorials ..... <http://library.uta.edu/how-to>  
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>  
Ask a Librarian..... <http://ask.uta.edu>

### N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ( <http://wweb.uta.edu/aao/fao/>).

### O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

### P. Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational*

programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

## **Q. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)

## **R. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

## **S. Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

## **T. Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

## **U. Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other

students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

## **V. Final Review Week**

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.