

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW325

Unique Number:

Semester: Spring, 2014

Meeting Time: Mon, Weds. 11:00 a.m.-12:15 p.m.

Classroom: SSW 2.130

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or by appointment

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Foundations of Social Justice: Values, Diversity, Power & Oppression

STANDARIZED COURSE DESCRIPTION

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

STANDARIZED COURSE OBJECTIVES

Upon completion of this course the students will be able to:

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

TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro, mezzo and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as one, to create a safe learning environment that two, allows for the sharing of ideas, in-depth critical analysis and integration of the material.

COURSE POLICIES

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. **Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. Students can check the number of their absences listed on blackboard, if the information is inaccurate it is the responsibility of the student to notify the instructor before final grades are posted.** The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
5. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
6. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
7. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

UNIVERSITY POLICIES

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the

letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

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

Use of E-Mail for Official Correspondence to Students

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

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.

Electronics in Class

Turn off and put away your cell phones and laptops before class begins.

REQUIRED TEXTS, AND MATERIALS

Required Texts:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (3rd Ed.). (2013). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York: Routledge.

Friere, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

Texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>.

Required Readings can be found on blackboard according to week the readings are assigned.

COURSE REQUIREMENTS

Active Learning Contract: Cooperative, Active, Student-Directed Learning (10 points)

The BSW program is a concentrated and rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you, b.) aware of external or internal distractions keeping you from the “here and the now” purpose and successful completion of this course, and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning. Instructor will award half of the active learning points based upon observation, and students, based upon their own individual assessment, will award themselves the remaining points. *Turn in your active learning contract points including a 2 sentence explanation as to why you have earned those points on 4/23*.

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:

- ✓ Evidence that you have reflected upon and integrated material learned via readings, class and field.
- ✓ Degree to which your communication is relevant.
- ✓ Evidence that you are present (mind, body, and spirit).
- ✓ Attendance, students are expected to attend all classes.
- ✓ Arrival on time.
- ✓ Adherence to the NASW Code of Ethics (included in required reader).

- ✓ Professional interactions with peers and instructor.

Personal Statement (10 points)

To assist you in beginning the course, write a three page essay that answers the following questions:

1. Tell me about someone whose activism has inspired you and why?
2. What is your first memory of something that wasn't fair or just?
3. Tell me about an issue or movement you are passionately involved in. What inspired you to get involved?
4. What are your professional goals?
5. What adjustments will you have to make to meet the challenges of the program?
6. What resources (e.g., personal strengths, family/friend support, community support) will you draw upon to facilitate your success in the class and program?
7. How would you describe your vision of social change? How do you see yourself contributing to this vision of social change?

Criteria of Evaluation:

- ✓ Timely completion of the assignment
- ✓ Adherence to the Manuscript Guidelines (attached).

Due: 1/22

Reflections on the Readings (9 points - 1 point for each reflection piece)

The reflections are your opportunity to use writing to integrate the course readings and clarify your thoughts before you write your position papers described below.

Follow these steps:

- Read the assigned readings for the week.
- Reflect on what you have read.
- Write **your** thoughts, opinions, feelings related to the issues raised in the readings.

1 page, typewritten, double-spaced, with 1 inch margins. Headings for each reflection should appear left aligned as shown below:

Last Name, First Name/Date/Reflection # (1-9)

Criteria for Evaluation:

- ✓ Relevance to readings
- ✓ Clarity and timely completion of the assignment (late reflections will not be accepted)
- ✓ Adhere to the Manuscript Guidelines (attached)

Due: 1/22, 1/29, 2/5, 2/19,2/26, 3/5, 3/19, 3/26, 4/28

Position Papers (9 points- 1 point for each reflection piece)

The readings cover many controversial social issues related to diversity, power and oppression that impact the lives of your clients and their respective communities.

Writing Position Papers will challenge you to critically evaluate and respond to ideas presented in the readings. As advocates for your clients, and as agents for social change, you will need to identify and be able to effectively argue your position on controversial issues.

Reflections on the readings is an informal assignment for the purpose of integrating the reading with your own ideas/experiences and to assist you in clarifying your thinking. A position paper is a formal paper in which you present an argument using a specified format.

Guidelines for writing Position Papers:

Before writing your position paper, reflect on the readings. Then choose one issue discussed in the reading and articulate your position related to that issue.

Follow this format:

- Briefly identify the reading you are writing about;
- State the author's position to which you are responding (include page #);
- State your position (remember Position Papers are not a summary of the reading, but your response to issues raised in the readings);
- Support your position with evidence. You may draw supporting evidence from scholarship, personal and professional experience.
- Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 6th Edition).
- Include a reference page of all cited literature.
- Late position papers will not be accepted

1 page, typewritten, double-spaced, with 1 inch margins. Headings for each position paper should appear left aligned as shown below:

Last Name, First Name/Date/Reflection # (1-9)

Criteria for Evaluation:

- ✓ Format (whether you have followed guidelines described above).
- ✓ Content (how clear and convincing your argument is and supported by evidence).
- ✓ Writing Style (organization, clarity, grammar, punctuation).
- ✓ Adherence to manuscript guidelines (see attachment).

Due: 1/22, 1/29, 2/5, 2/19,2/26, 3/5, 3/19, 3/26, 4/28

Culture Chest (10 points)

- Choose a small box for your "culture chest." Place inside, 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world.
- Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) and/or have treated you based on these social identities.

Criteria for evaluation:

- ✓ Thoughtful contents inside the culture chest (4 points)
- ✓ Thoughtful decoration of the outside of the culture chest (3 points); and
- ✓ **Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (3 points)**

Due: 2/10, 2/12

Group Assignment: Critical Analysis and Strategic Action Paper (32 Points)

During the course of this seminar, the readings, lectures, videos, and class discussions have touched on many pressing social justice issues. The purposes of the paper are to:

- Assist in your integration of the course content.
- Sharpen your critical analysis skills.
- Give your practice in progressing from the critical analysis and identification of a social problem to formulating a viable social action plan, and
- Assist you in seeing past the limited personal problem focus of social work practice and identifying the broader, structural, ecosystemic factors that compromise well-being of individuals, families, and communities.
- Give you an opportunity to work within a group.

At a minimum, excluding the title and reference pages the length of the paper should be no less than fifteen pages and no more than twenty pages. **On 2/5, students are required to pass into the instructor a one paragraph summary describing the topic of the paper.**

Your paper should include the following sections;

- a. Abstract: Overview of what reader can expect is covered in the paper.
- b. Statement of Purpose: Define the problem, including who is impacted and how.
- c. Literature Review: Integrate and summarize the existing literature on this social issue. At a minimum, you must search the Social Science Abstracts and cite at least 10 scholarly articles on the topic. Discuss theory or theories that assist in the understanding of the social justice issue.
- d. Critical Analysis of the Problem: Evaluate the credibility of the evidence presented in the literature review by addressing the following critical questions:
 - What is the evidence that the problem is really a cause for societal concern?
 - Who is presenting this evidence? Where are they coming from?
 - What evidence is being omitted from both argument and counter argument?
 - How does this make sense in an ecosystemic context?
 - How might this problem be assessed or addressed if it were viewed as a intrapersonal problem?
 - How might this problem be assessed and addressed if it were viewed as a structural, societal problem?
- e. Strategic Action Plan. Based upon your critical analysis of the problem, outline a social action plan on a micro, mezzo and macro level (praxis).

Criteria for evaluation:

 - ✓ Coherent description of the problem.
 - ✓ Quality of synthesis of relevant literature.
 - ✓ Quality of critical analysis, including balanced discussion of opposing viewpoints.
 - ✓ Clarity and viability of social action plan.
 - ✓ Conformity to Manuscript Guidelines (attachment).

Due: 4/23

Poster Session & Handouts (20 points)

Posters & Presentation (15 of the 20 points)

The purpose of the poster session is to share with your classmates information that is important for social workers to know about the social justice issue you have analyzed. Just as you would in a professional conference poster session, you will prepare a poster (3-Fold/36" high/48' wide [unfolded]) with print and graphics highlighting the findings from your paper. The poster should have 3 sections:

- Left Panel: The Social Justice Issue Defined
- Middle Panel: Existing theory/research, including prominent proponents and opponents.
- Right Panel: Social Action Plan

Criteria of Evaluation:

Your poster session will be evaluated based on the extent to which you maximize the medium of verbal/non-verbal communication, visual presentation to captivate and educate your audience about the social justice issue and how it might be addressed.

Handouts (5 of the 20 points)

The purpose of this assignment is to share what you have learned and to educate your colleagues about the social justice issue. Present a 1 page 2 sided handout and bring copies for the class and instructor.

- Front: a description of the social justice issue along with a summary of the primary scholars who have addressed this issue.
- Back: an annotated bibliography of the 10 most useful sources related to this issue (include APA style reference with a 2-3 sentence describing the most important points of the article).

Criteria for Evaluation:

Your handout will be evaluated based on:

- ✓ Clarity of description of the social justice issue.
- ✓ Whether the theorist you have included are the most salient theorists.
- ✓ The importance of the journal articles you have chosen to include in your annotated bibliography and the extent to which you have summarized the key content of the article.

Due: 4/7, 4/9, 4/14, 4/16

GRADING

Grades will be assigned according to the cumulative number of points the student has earned on the required assignments:

A= 90-100

B=80-89 C=70-79

D= 60-69

A = 100-96

SUPERIOR: Significantly exceed assignments/performance expectations, Demonstrates a high level of in-depth critical thinking and analysis that involved coherence and integration of ideas.

A- = 95-90

B+ = 89-87

GOOD: Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis.

B = 86-84

B- = 83-80

C+ = 79-77

AVERAGE: Assignment/performance meets the requirements, lacks evidence of in depth and analysis of the material.

C = 76-74

C- = 73-70

(Class failed/no credit: 73 and below)

D+ = 69-67 BELOW AVERAGE: Requirements for assignments and critical thinking and analysis skills is lacking.

D= 66-64

D- = 63-60

59 and below F

Complete reading assignment for each date before coming to class. Bolded readings are required readings for each week, un-bolded readings are recommended.

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
Week 1 1/13	<ul style="list-style-type: none"> • Introductions • Overview: Course Themes • In-Class Exercises • Course Requirements 		
1/15			
Week 2 1/20	NO CLASS Martin Luther King Jr. Holiday	Texts: Adams et al. (2013), 3rd edition pp. 1-21 Friere (1970), Chapter 1 Blackboard: Alonso-Zaldivar (2013), A2 Alexander (2013), A1,A4 Andersen et al. (2003), pp. 71-86. Anderson (2011), pp.250-268 Baldor (2011), pp. A2 Castillo (2012), A1, A4 Cass (2012), pp. A1, A8 Charlton (2013), A6 DeParle (2012), A5 Eaton (2013), A1, A6 Friere (1990), 3-9. Galambos (2008), pp. 1-5 Haurwitz (2013), A1, A6 Jackson (2013), A2 Jensen (1998), 1-3. Jensen (1998-followup), 1-3. Liptak (2013), A1, A10 McIntosh (1988), 94-105. NASW Code of Ethics Parker(2013), A1, A6 Pershing (2010), A12 Pharr (1988), 53-65. Recio (2013), A6 Santora (2012, Dec. 3), A3 Santora (2012, Dec. 30) USA Today (2012), 2C Yaccino (2012), A7	
1/22	<ul style="list-style-type: none"> • Labeling • Cycle of Socialization • Common Ground • In-Class Group Exercises 		Personal Statement Reflection on Readings Position Paper

<p>Week 3 1/27</p> <p>1/29</p>	<ul style="list-style-type: none"> • Power, Privilege & Oppression: Conceptual Frameworks and Theoretical Perspectives • In-Group Exercise • Cultural Norms, Values & Role Expectations related to Identity and Oppression • Cross-Cultural Empathy • In-Group Exercise 	<p>Texts: Adams et. al (2013), 3rd ed., pp. 21-56 Friere (1970) Chapter 2</p> <p>Blackboard: Anderson (2010) Associated Press (2002), pp.1-2. Austin Statesman (5/12/2013), A14 AustinAmericanStatesman(January 25, 2013),, p. A7. Buchholz (2013), D1, D4, D5. Castillo (6/22/ 2013), pp. B1, B3 Chang, J. (2013), pp. A1, A6 Delgado-Romero (2003), pp.119-125. Gamboa (2010), A6 Gandara (2013), B1, B3 Gonzalez (2005), pp. 137-145 Grossman (2010), A8 Hafner (2012), A7 Horowitz (2010), A8 Johnson (2001), pp.15-41, 96-116. Krentzman (2008), pp. 7-31. Liptak, (2003), pp.1-2 Locklear (2012), pp. 152-159 Rice(2013), B4 Semple (2012), A1 Teunis (2007), pp.263-275 Waller (2001), 290-297</p>	<p>Reflection on Readings Position Paper</p>
<p>Week 4 2/3</p> <p>2/5</p>	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk: Sexual Orientation, Heterosexism, Homophobia & Transgender Oppression 	<p>Text: Adams (2013), (3rd Edition) pp. 373-459</p> <p>Blackboard: Agren (2010), A1 Associated Press (5/26/2013), C10 Austin AmericanStatesman. (February 15, 2013), A5. Barr (2010), A3 Bearak,(2010), A4 Buffie (2011), pp. 986-990 Castillo (2013), A1, A8 DeKadt (2005) Engel (2013), A4 Gartrell (2005), pp. 518-524. Goodstein (1/10/2013), A4 Hatzenbuehler (2012), pp.285-291 Kaplan (2011), A3</p>	<p>Reflection on</p>

		<p>Nation Digest (2013), A5 Nation Digest (2013), A7 Nir (2012), A20 Oppenheimer (2010), A14 Ravitz (2010), 1-4 Taboada (2013), A1, A7 Tomlinson, C. (April 4, 2013), B3. Tomlinson, C. (April 18, 2013), B8 Volz (2010), A8 Willis (2004), pp.115-132. Wire Reports-Bedford (2010), B5</p>	<p>Readings Position Paper (1) Paragraph Description of Proposed Topic for the Critical Analysis paper.</p>
<p>Week 5 2/10</p>	<ul style="list-style-type: none"> Multiple Social Identities Presentation: Culture Boxes 		Culture Box
<p>2/12</p>	<ul style="list-style-type: none"> Multiple Social Identities Presentation: Culture Boxes 		Culture Box
<p>Week 6 2/17</p>	<ul style="list-style-type: none"> Resilience Theory 	<p>Text: Adams (2013), (3rd Edition), pp. 65-139 Friere (1970) Chapter 3</p> <p>Blackboard: Baldus(2008), p.555 Beach (2010), A1, A6. Bronson (2010), pp.1-9. D'Angelo (2009) Haurwitz (2010), A1, A6 Miller (2008) O'Neal Parker (2010), A7 Root (2000), 628-639 Rothenberg (2004), pp. 226, 233-235,237,239,242,248-249. Sainz (2013), A15 Smith (2005), pp. 317-324 Stewart (2012), pp. 11-27. Taboada (2013), B1, Tavernise (2013), A2 Yen (2013), pp. A14 Wermund (2013), A1,A9 Yee (2013), A21</p>	<p>Reflections on Readings Position Paper</p>
<p>2/19</p>	<ul style="list-style-type: none"> Specific Identity Constructs and Populations at Risk: Race and Racism 		

		Zetzer (2005), pp.3-16	
<p>Week 7 2/24</p> <p>2/26</p>	<ul style="list-style-type: none"> Specific Identity Constructs and Populations-at-Risk: Gender and Sexism 	<p>Text: Adams (2013) (3rd Edition), pp. 317-371 Friere (1970) Chapter 4</p> <p>Blackboard: Angier (2005), pp.1-5. Antilla (2013), F2 Baldor(1/25/2013), A2 Ball (2013), A1, A10 Batrawy (2012), A4 Blood et al. (1983), pp. 181-187. Ferguson (2010), pp. A1, A6 Insight (2010), pp.1-28. Jones (2003), pp.1-3. King (5/26/2013), B7 Lieberman (1997), pp.545-558 Miller and Dobuzinskis (2012), pp. 1-4 Norland (2010), A6, A13. Szymanski (2005), pp. 355-360. Washington Post (2010), pp. A10 Zhao (2004), pp. 1-6.</p>	<p>Reflection on Readings Position Paper</p>
<p>Week 8 3/3</p> <p>3/5</p>	<ul style="list-style-type: none"> Specific Identity Constructs and Populations-at-Risk: Class, Classism 	<p>Text: Adams (2013), (3rd Edition), pp.141-228</p> <p>Blackboard: Alderman (2013), A18 Alter (2005) Associated Press (June 20, 2013), B1 Cerojana (2013), D7 Daley (2013), A12 Eckholm (2010), A6 Edelstein (2013) Gandara (2013), pp.B1, B7 Gosselin (2004), pp. 1-12. Krugman, (2002), pp.1-2. Kuhnhenh (5/11/2013), A2 Ladson-Billings (2006), pp.3-12 LeBlanc (2013), D1, D6 Lindell(April 17, 2013), A1, A3 Lindell(May 22, 2013), B5 Luo (2010), A11 Novak (2013), B1, B9 Pugh (2013), A16</p>	<p>Reflection on Readings Position Paper</p>

		<p>Scharrer (2010) Tan, C. (2010) A8. Urban Institute (2013), 1-3 Vohra-Gupta (2012), p.1-9. Yip (2013), F7 Zehr (2013), F1, F2</p>	
<p>Week 9 3/10, 3/12</p>	<ul style="list-style-type: none"> • SPRING BREAK 	<p>ENJOY</p>	
<p>Week 10 3/17</p> <p>3/19</p>	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk: Religion 	<p>Text: Adams et. al (2013), 3rd edition, pp. 229-315</p> <p>Blackboard: Babar (2013), pp. A7 Capuzzo (2008), pp. 1-2. Cloud (2004), pp.285-306. Fouhy (2010), A1, A8 Greenfield (2011), pp.1317-1369. Herf (2007), pp. 575-600. Hijab Brochure Hui (2013),A2 King (2007), pp. 47-77. Leadership Conference on Civil Rights Education Fund (2009), pp.1-4 Poynting (2006), pp. 365-391. Schlosser (2003), 44-51. Shwartz (2012), B1, B3</p>	<p>Reflection on Readings Position Paper</p>
<p>Week 11 3/24</p> <p>3/26</p>	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk: Ableism & • Ageism 	<p>Text: Adams et. al (2013), (3rd Edition), pp. 461-534 , 535-588</p> <p>Blackboard: Associated Press (2/23/2013), B1,B9 Bennett (2004) Gross (2010), 3 Hinrichsen (2010), 735-743 Hughes (2008), pp. 1-3. Jordan (2010), A3 Kirchner (2008), pp 349-352. Huang (2012), pp. 1-8. Lindell (2012), B1, B4 May (2005) Nelson (2005), pp. 207-218. Solis (2006), pp.146-153. Schuldberg (2005), pp. 441-455. Stobbe (2013), pp.A5</p>	<p>Reflection on Readings Position Paper</p>

Week 12 3/31	NO CLASS GROUPS WORK ON FINAL PRESENTATION & PAPER		
4/2	<ul style="list-style-type: none"> Community Social Justice Initiatives 		
Week 13 4/7	<ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations 		
4/9	<ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations 		
Week 14 4/14	<ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations 		
4/16	<ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations 		
Week 15 4/21	<ul style="list-style-type: none"> Intersectionality of Oppressions 		
4/23	<ul style="list-style-type: none"> Multiple Levels of Interruption 		<p>Critical Analysis & Strategic Action Paper</p> <p><i>Turn in your active learning contract points with a 2 sentence explanation as to why you have earned those points.</i></p>
Week 14	<ul style="list-style-type: none"> Alliance Building 	Text:	Reflections on

4/28	<ul style="list-style-type: none"> Resistance to Oppression Student Reflections 	Adams et al. (2013), (3rd Edition), 589-645	Readings Position Paper
4/30		Reader: Broido & Reason (2005), 17-28. Evans (2005), pp.43-54. Homan (2004) hooks (1995), pp. 263-272. Kivel (1996), pp. 224-227. Langston (1992), pp. 110-121. Pittelman (2005) Reason, Scales, Millar (2005), pp. 55-66. Rothenberg (2004), pp. 598-604, 609-612. Smith (2010), pp. 541-549. Williams (2000), pp. 509-517.	

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