
SW381S

Foundations of Social Justice

Fall 2014
Friday, 8:30 to 11:30 am
Room 2.112, Social Work Building

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Office Hours: 11:30 am to 12:30 am, or by appointment



REQUIRED TEXTS & MATERIALS

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L. & Zúñiga, X. (2013). *Readings for diversity and social justice* (3rd ed.). New York, NY: Routledge.

Danquah, M. N. (1999). *Willow weep for me: A Black woman's journey through depression*. New York, NY: One World/Ballantine Press.

Texts can be purchased at the University Co-Op, 2246 Guadalupe, <http://www.universitycoop.com>

Additional required readings are listed on the syllabus and will be available on Canvas.

Standardized Course Description

This course is based on the following assumptions: 1) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increase 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 and 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.

Standardized Course Objectives

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

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, interventions and research **(PB 18, 19, 20)**
2. Demonstrate familiarity with the history and heritage of population at-risk groups, including women and culturally diverse populations, globally as well as those prevalent in the southwestern region of the United States **(PB 14, 16, 17)**
3. Understand the social construction of race and ethnicity, gender, and sexual orientation **(PB 14)**
4. Examine the personal and professional use of self in ethnical, culturally competent, and socially just social work practices **(PB 15)**
5. Assess the impact of discrimination (e.g., racism, sexism, homophobia) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice **(PB 18, 19, 20)**

Accreditation

The University of Texas' School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in your Student Handbook.

EP2.1.4 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create, or enhance privilege and power
Course Objectives 2 and 3
Class Assignment: In-class activities, current events presentation; reflection blogs, memoir analysis; group paper and presentation

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
Course Objective 4
Class Assignment: In-class activities; reflection blogs; memoir analysis

PB16 Recognize and communicate their understanding of the importance of difference in shaping life Experiences
Course Objective 2
Class Assignment: In-class activities; current events presentation; reflection blogs; memoir analysis; group paper and presentation

PB17 View selves as learners and engage those with whom they work as informants
Course Objective 2
Class Assignment: In-class activities; group paper and presentation

EP2.1.5 ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

PB18 Understand the forms and mechanisms of oppression and discrimination
Course Objectives 1 and 5
Class Assignment: In-class activities, current events presentation; reflection blogs, memoir analysis; group paper and presentation

PB19 Advocate for human rights and social and economic justice
Course Objectives 1 and 5
Class Assignment: Reflection blogs; memoir analysis; group paper and presentation

PB20 Engage in practices that advance social and economic justice
Course Objectives 1 and 5
Class Assignment: Reflection blogs; group paper and presentation

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 as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. 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.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Classroom Policies

PARTICIPATION. You are expected to participate actively in classroom discussions. This means coming to class having completed the readings for that day and bringing both your questions and ideas/thoughts/reflections concerning those readings. If class discussion lags, I will not hesitate to call on you to offer your ideas. I also encourage you to bring “additional” sources of information to share with the class as pertaining to the topic(s) of discussion. This may include sharing information you have learned from other classes, news or pop culture media, or simply relating your own experiences and observations of everyday life. We will be discussing a variety of controversial issues that may hold special significance to students. It is important to discuss ideas in a supportive and respectful manner, acknowledging that others may have different opinions. I encourage you to see things from a different point of view and use feedback from each other to augment your ideas. And while I encourage debate and disagreement as a productive aspect of classroom discussion, all students will be expected to act in a respectful manner towards classmates, the professor, and any guest speakers at all times.

To help foster a productive learning environment, each member of this class should avoid behaviors that are disruptive to other students and the professor. This means:

- Turning off cell phones *before* coming to class. If you must keep your cell phone available for emergency purposes, please notify me before class.
- Do not hold side conversations with your classmates at any time during class.
- Computers are not allowed in this class. Although instruction will consist of both lecture and class discussion, I feel that discussion is a crucial part of the learning process. The use of computers often distracts from this productive activity.

LATE WORK. Late work will be penalized 10% for every 24-hour period following the deadline for a given assignment (including weekends), and will only be accepted in the first week following an assignment's due date.

Graded Assignments

For all written assignments, you will be graded on the quality of your writing so be sure to review and edit your written work before submission. Any quotation, concept, idea, or piece of information that is taken or paraphrased from another source must be properly cited and referenced according to American Psychological Association (APA) guidelines. If you have any questions or are unsure about what constitutes plagiarism, please come see me. I also strongly encourage you to take advantage of the Writing Consultation Services available to graduate students via the DiNitto Center for Career Services (<http://www.utexas.edu/ssw/dccs/students-and-alumni/writing-consultations/>).

All graded assignments will be scored according to a grading rubric. These will be available on Canvas, and I encourage you to reference them in advance of completing the assignment so that you are informed of the criteria you need to meet to achieve your desired grade!

CLASS PARTICIPATION (20%). Students will receive participation points for in-class assignments, attendance, and modelling professional behavior (please refer to the Standards for Social Work Education available online at <http://www.utexas.edu/ssw/current/forms/>). Since discussion and participation are an essential component of learning in this class, I will deduct *at least* 10 points from your final participation grade for more than one unexcused absence and/or chronic lateness. You must communicate with me before missing class if you anticipate being absent (although this does not guarantee that I will excuse you). For extreme circumstances, please let me know within 24 hours of missing class.

CURRENT EVENTS PRESENTATION (5%). For this assignment, you will share a magazine or newspaper article with the class, explaining how you see it connecting with the issues discussed in the readings for that week. Use this as an opportunity to query the world around you and integrate your own interests into the course material. To successfully complete this assignment, you should be prepared to quickly and concisely summarize the article and effectively describe the connections you identified between the article and theme(s) in the readings. You should end by introducing a question that will advance our discussion of the class topic. A sign-up sheet for presentation dates will be circulated on the first day of class.

REFLECTION BLOGS (25%).¹ Using the discussion boards in Canvas, you will write a series of blog posts that reflect on the readings and issues discussed in class. Your post should not be a summary of readings, but rather a comment on your thoughts, feelings, experiences, insights, questions, and/or struggles as they relate to themes discussed in readings. Full credit will be given to posts that demonstrate an in-depth and serious reflection that is grounded in both class readings and personal experiences, even if the prompt does not ask you to specifically address a reading. Although there is no required length for posts, your post should be of sufficient length to accurately respond to the prompt. Posts are due by 5pm the day prior to class (i.e., 5 pm on Thursday). To encourage interactive dialogue among your peers, you must respond to (at least) one classmate's posting each week. Your response should go beyond stating what your peers have said in order to advance the conversation.

You will complete a total of 10 posts for this class. You may not submit more than one post per week, and your final post must be submitted by November 21. With the exception of the first blog post (due September 5) and last blog post (due November 21), the order in which you choose to submit them is up to you. Each separate post, however, must address one of the following topics so that by the end of the semester, you will have responded to all 10 prompts:

1. This post entails a description of and reflection on a specific aspect of your social identity (race / ethnicity, class, gender, sexuality, religion, nationality, (dis)ability, age, or other social identity). As you consider the social identity you want to write about, please bear in mind that you will be sharing your experience with your classmates. In writing this post, you should address the following questions: How did you come to learn about the specific aspect of your social identity? What kind of messages (both positive and negative) have you been given about that identity? What aspects of your identity do you hope to learn more about in the course? This post should be at least 600 words in length (approximately two double-spaced pages). *This post is due prior to class on September 5 at 5pm.*
2. List one idea or concept presented in the reading and clearly define or describe it. Then, indicate how it applies to your specific practice interests. You should provide enough details to justify your suggested application of the

concept.

3. Write a critical perspective on some aspect of the reading, giving evidence that prompts you to agree or disagree with the author's perspective. Your critique may be positive, negative, or some combination of both. Your evidence may be based on 1) personal experience, 2) observations of others, or 3) academic scholarship you've read in this class or other classes. Make sure to indicate which kind of evidence you are using (personal, observational, scholarship).
4. From your reading, quote verbatim a statement that elicits some type of emotional response: excitement, frustration, pleasure, anger, sadness, confusion, surprise, etc. Identify your emotional response and describe the meaning(s) that the statement or passage has for you and possible reasons for your response.
5. Pick a class reading that you feel has transformed the way you think about social justice, privilege, or oppression. Document clearly how your thoughts have transformed as a result of reading the article, chapter, or book.
6. Pick a social identity that you do not already have. For example, if you are able-bodied, choose being in a wheelchair. Reflect on what your experience might be in your social work practice if you had that identity. What challenges would you have? What would be some benefits to having that social identity?
7. Describe a recent incident where you have seen oppression. Reflect on that experience. How did you react in that moment? Was that an appropriate way to react? Why or why not?
8. Describe a recent incident where you have seen power/privilege. Reflect on that experience. How did you react in that moment? Was that an appropriate way to react? Why or why not?
9. Learn more about a resource on campus or in Austin that could further your understanding of an issue related to social justice, privilege, or oppression. How can this resource help? What kind of information can this resource provide?
10. Revisit your first blog post in which you described an aspect of your social identity. After you review it, reflect on what you wrote. *This post is due prior to class on November 21 at 5pm.*

GROUP RESEARCH PAPER & PRESENTATION (50%).² In this assignment, you will identify a social problem and formulate a viable action plan that would contribute to the promotion of social justice within social work settings. In other words, the group action plan project is meant to engage you and your peers in creating and implementing an action plan in response to a social problem. This action plan project provides you the opportunity to acquire skills and knowledge on how to be change agents. Hopefully, your action plan will challenge yourself and your group through the actualization of dismantling systems of oppression. Use this assignment as an opportunity to challenge yourself and your conceptions of yourself, your social identity, and the social identities of other people.

Each group will comprise 2 or 3 students, and you should come to a consensus on the topic of enquiry as a group. The main text of each paper should be approximately 12-15 pages in length (excluding the title page and references). The draft for peer review and the final submission of the paper must correspond to current APA format guidelines (6th edition), although the use of running heads is optional. You can consult the APA style guide here: <http://www.apastyle.org/>. Each assignment should be formatted accordingly: double-spaced, one-inch margins, Times New Roman, 12pt font. To successfully complete this assignment, you will need to turn in the following materials when they are due. Some of these assignments will be assigned an individual grade and others a group grade, wherein every member of the group will receive the same grade unless I determine that a differential weighting system would be more appropriate. (i.e., grade each group member for their individual contribution to the assignment).

- **Paper Prospectus (5%):** The paper prospectus should include the following sections: 1) working title; 2) social problem; 3) brief background based on a preliminary review of literature about your social problem; and 5) group work plan. A template will be provided to help you complete this assignment. This assignment should be submitted online via Canvas and is due September 19 before class.
- **Annotated Bibliography (15%):** This assignment is to be submitted and graded individually, but you should coordinate with other members in your group as you complete this assignment to make sure your work adheres to your group's proposed research topic. The annotated bibliography, which should include 5 academic sources, should summarize each source and clearly indicate how the source pertains to your topic and/or action plan. A template will be provided to help you complete this assignment. This assignment should be submitted online via Canvas and is due October 10 before class.
- **Draft for Peer Review (5%):** Each group will submit a *complete* draft of their paper for peer review, and each group will be required to read another group's paper for peer review. Detailed explanations of the peer review process will be circulated in class. This assignment should be submitted online via Canvas. A draft of your paper is due by 5pm on November 11, Tuesday, and should be submitted online via Canvas. You should independently review your assigned paper and complete the feedback form prior to class on November 14.

- **Paper Presentation (10%):** You will be responsible for presenting the main points of your paper in a 10-minute classroom presentation. PowerPoint or other visual media is optional. Detailed explanations will be provided in class. The presentation will take place on the last day of class, December 5.
- **Final Paper (15%):** The final paper is due *electronically* on the last day of class by 5 pm.

Grade Scale

A	94.0 +	C+	77.0 – 79.999	D-	60.0 – 63.999
A-	90.0 – 93.999	C	74.0 – 76.9991	F	Below 60.0
B+	87.0 – 89.999	C-	70.0 – 73.999	<i>Please Note: Grades will not be rounded.</i>	
B	84.0 – 86.999	D+	67.0 – 69.999		
B-	80.0 – 83.999	D	64.0 – 66.999		

Weekly Schedule of Readings & Assignments

- August 28 Course Introduction
- September 5 Concepts I: Social Identity & Sociocultural Context
Readings:
- NASW Code of Ethics (2008). Available online: <http://www.socialworkers.org/pubs/code/code.asp>.
 - Adams et al., *Readings*, pp. 1-21
 - Applyby, G. A. (2010). Culture, social class, and social identity. In G. A. Appleby, E. A. Colon, & J. H. (Eds.), *Diversity, Oppression, and Social Functioning: Person-In-Environment Assessment and Intervention* (3rd ed., pp. 16-35). Boston: Pearson.
 - Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of research in education*, 99-125.
- September 12 Concepts II: Power, Privilege, and Oppression
Readings
- Adams et al., *Readings*, pp. 21-54
 - Johnson, A. P. (2005). How systems of privilege work. In *Privilege, power, and difference* (2nd ed., pp. 90-107). New York: McGraw Hill.
 - Farmer, Paul (2005) Never again? Reflections on human values and human rights. *The Tanner Lectures on Human Values*, 30. Retrieved from <http://ijdh.org/pdf/FarmerTannerLecture2005.pdf>.
 - Galambos, C. (2008). From the editor: A dialogue on social justice. *Journal of Social Work Education*, 44(2), 1-6.
 - Tappan, M. (2006). Reframing internalized oppression and internalized domination: From the psychological to the sociocultural. *The Teachers College Record*, 108(10), 2115-2144.
- September 19 Concepts III: From Cultural Sensitivity to Activism **Paper Prospectus Due**
Readings:
- Adams et al., *Readings*, pp. 589-625
 - Guarnaccia, P. J., & Rodriguez, O. (1996). Concepts of culture and their role in the development of culturally competent mental health services. *Hispanic journal of behavioral sciences*, 18(4), 419-443.
 - Kleinman, Arthur, and Peter Benson (2006). "Anthropology in the clinic: the problem of cultural competency and how to fix it." *PLoS medicine* 3(10): e294.
 - Case Study: Rouse, Carolyn. 2004. "If she's a vegetable, we'll be her garden: Embodiment, Transcendence, and Citations of Competing Metaphors in the Case of a Dying Child." *American Ethnologist* 31(4): 514-529
- September 26 Race & Racism
Readings:
- Adams et al., *Readings*, pg. 57-140
 - Case Study: Bourgois, P. & Schonberg, J. (2009) A Community of addicted bodies. In *Righteous dopefiend* (pp. 79-116). Berkeley: UC Press.

October 3	Class and Classism Readings: <ul style="list-style-type: none"> • Adams et al., <i>Readings</i>, pp. 141-228. • <u>Case Study</u>: Hansen, H., Bourgois, P., & Drucker, E. (2014). Pathologizing poverty: New forms of diagnosis, disability, and structural stigma under welfare reform. <i>Social Science & Medicine</i>, 103, 76-83. 	
October 10	Gender and Sexism Readings: <ul style="list-style-type: none"> • Adams et al., <i>Readings</i>, pp. 317-372 • <u>Case Study</u>: Ong, A. (2003). Refugee love as feminist compassion. In <i>Buddha is hiding: Refugees, citizenship, and the New America</i> (pp. 142-167). Berkeley: University of California Press. 	<i>Annotated Bibliography Due</i>
October 17	Heterosexism and Transgender Oppression Readings: <ul style="list-style-type: none"> • Adams et al., <i>Readings</i>, pp.373-460 • <u>Case Study</u>: Cruz, C. (2013). LGBTQ Youth of Color Video Making as Radical Curriculum: A Brother Mourning His Brother and a Theory in the Flesh. <i>Curriculum Inquiry</i>, 43(4), 441-460. 	
October 24	Religious Oppression Readings: <ul style="list-style-type: none"> • Adams et al., <i>Readings</i>, pp. 229-316. • <u>Case Study</u>: Aviv, R. (2013). Where is your mother? A woman's fight to keep her child. <i>The New Yorker</i>, December 2, pp. 52-65. 	
October 31	Ableism Readings: <ul style="list-style-type: none"> • Adams et al., <i>Readings</i>, pp. 461-534. • <u>Case Study</u>: Nussbaum, S. (2008). The empowered Fe Fes: A group for girls with disabilities. In Anita Harris (Ed.), <i>Next wave cultures: Feminism, subcultures, and activism</i> (pp. 105-122). New York: Routledge. 	
November 7	Ageism and Adultism Readings: <ul style="list-style-type: none"> • Adams et al., <i>Readings</i>, pp. 535-588. • <u>Case Study</u>: Borovoy, A. & Hine, J. (2008). "Managing the unmanageable: Elderly Russian Jewish emigres and the biomedical culture of diabetes care." <i>Medical anthropology quarterly</i>, 22(1), 1-26. 	
November 14	*** <i>Peer Review</i> ***	<i>Upload your paper for peer review by Tuesday, Nov. 11 at 5pm</i>
November 21	Memoir Analysis Readings: <ul style="list-style-type: none"> • Danquah, M. N. (1999). <i>Willow weep for me: A Black woman's journey through depression</i>. New York, NY: One World/Ballantine Press. 	
December 5	*** <i>Group Presentations</i> ***	<i>Final paper due at 5pm</i>

¹ This assignment has been modified from the following resources:

- Dugar, C. (2013). Crossing Identity Boundaries: A Journey towards Intercultural Leadership. Available online: <http://multiculturalcenter.osu.edu/education-and-training/crossing-identity-boundaries-es-hesa-25771/>.
- Fernald, Peter S. (2004). "The Monte Carlo Quiz: Encouraging Punctual Completion and Deep Processing of Assigned Readings," *College Teaching*, 52(3), pp. 95-99.

² This assignment has been modified from the following resources:

- Kaliher, L. B. (2007). Contemporary Social Justice Issues. Available online: <http://udel.edu/~lulu/>.