

The University of Texas at Austin
School of Social Work
Foundations of Social Justice: Values, Diversity, Power & Oppression

Course Number: SW 381S

Unique Number: 61430

Semester: Fall 2017

Meeting Day/Time: Fridays 8:30-1130am

Classroom: 2.116

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I. 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 increases risk factors for exposure to discrimination, economic deprivation, and oppression;
2. Professional social work ethics and values demand culturally competent practice;
3. It is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research;
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.

II. Standardized Course Objectives

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:

The primary teaching approach in this course will be collaborative learning. We will explore and discuss material using a variety of strategies. Much of what we study and learn may be challenging emotionally and intellectually. It is expected that we will focus attention on the discussion of ideas and that we will listen and speak respectfully, keeping in mind that others may have opinions different from our own. It would not be surprising to have differences of opinion and/or conflict arise in class. We will collaboratively establish guidelines within the class that will create a learning environment that is respectful and encourages dialogue. As the instructor, I will facilitate differences and conflicts that may arise. Material will be presented through case studies, discussions, videos, current events, readings, small group work and lectures.

The issues we explore in class will be controversial, as such we each have a responsibility to listen and hear each other. I expect each of us to turn our cell phones off during class. Please advise me before class if you need your cell phone to be available for an emergency during class. Computers and tablets may not be used during class. I recognize that students may feel more comfortable taking notes electronically. The work and learning in this class will come from the readings, lecture and interaction. I suggest being prepared for class with current event topics, questions, thoughts and ideas stemming from readings and areas of interest. I look forward to active, thoughtful and respectful participation during class. Please see me if you have any concerns or questions.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

CLASS POLICIES:

Class participation: Worth 10%
Current events: Worth 10%
Personal commitment: Worth 10%
Group project: Worth 30%
Reading reviews and op-ed: Worth 40%

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 AND CIVILITY IN THE CLASSROOM. 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. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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 COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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, examination, work assignment, or 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.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX

Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

REQUIRED TEXTBOOK:

Textbook: Adams, M., Bell, L. A., & Griffin, P. (1997). *Teaching for diversity and social justice*. New York, NY: Routledge.

Session #	Date	Readings	Assignments
01	09/01		
Course Introduction and What is Social Justice?		NASW Code of Ethics (2008). Available online: http://www.socialworkers.org/pubs/code/code.asp	<ul style="list-style-type: none">• Describe your thoughts on the intersectionality of your education with society along with your definition of social justice.• Define social justice during class discussion.• Current events presentation

Agenda:

- Review syllabus and course objectives
- Class discussion:
 - Intersectionality of your education and society
 - Define social justice

Session #	Date	Readings	Assignments
02	Friday, 09/08		
The Origins of Social Justice			
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Describe the origins of social justice. Gain an introduction to case method Describe the case method framework Apply theoretical ideas such as educational equity to a group exercise Gain an understanding of the characteristics of oppression 		<ul style="list-style-type: none"> Adams, M. and Bell, L.A. Theoretical Foundations for Social Justice Education (Chapter 1) Video: TEDTalk: Alice Goffman: How we're priming some kids for college and others for prison Link: http://blog.ed.ted.com/2016/07/25/10-ted-classroom-resources-about-race-in-america/ Video: TEDTalk: Vernā Myers: How to overcome our biases? Walk boldly toward them Link: http://blog.ed.ted.com/2016/07/25/10-ted-classroom-resources-about-race-in-america/ Swalwell, K. "With Great Power Comes Great Responsibility" Privileged Students' Conceptions of Justice-Oriented Citizenship (pg. 1-11) Link: http://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1051&context=home <p>Skim for Familiarity</p> <ul style="list-style-type: none"> Case study (in-class) 	<ul style="list-style-type: none"> Using Swalwell as your guide, prepare and submit your own two-page response to this article. Skim in-class case study (will be provided in-class) Current events presentation <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, September 9 before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Social Justice overview
- Video: TEDTalk – How to combat modern slavery
- Case method exercise

Session #	Date	Readings	Assignments
03	Friday, 09/15		
Philosophical/Conceptual Frameworks OBJECTIVES <ul style="list-style-type: none"> Define the criteria, principles and constructs for thinking about social justice Define and describe the 5 Faces of Oppression 		<ul style="list-style-type: none"> Adams and Bell. Theoretical Foundations for Social Justice Education (Chapter 1) Young, Justice and the Politics of Difference (pages 1-4) Take the Project Implicit test before class Link: https://implicit.harvard.edu/implicit/takeatest.html <p>Skim for Familiarity</p> <ul style="list-style-type: none"> Case study (in-class) 	<ul style="list-style-type: none"> Using Adams and Bell prepare and submit a two-page response to this article. Skim in-class case study (will be provided in-class) Current events presentation <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, September 15th before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Conceptual frameworks overview
- Video: TEDTalk – How to combat modern slavery
- Case method exercise

Session #	Date	Readings	Assignments
04	Friday, 09/22		
Laws and Statutes		<ul style="list-style-type: none"> • Video: Whose Constitutional Rights? The 13th Amendment didn't Abolish Slavery? Link: http://www.pbs.org/tpt/slavery-by-another-name/classrooms/civics-social-justice/ • Video: The Origins of the Black Codes Link: http://www.pbs.org/tpt/slavery-by-another-name/classrooms/civics-social-justice/ • Video: Laws to Criminalize Black Life? Link: http://www.pbs.org/tpt/slavery-by-another-name/classrooms/civics-social-justice/ • Video: Pig Laws and Imprisonment Link: http://www.pbs.org/tpt/slavery-by-another-name/classrooms/civics-social-justice/ • Texas' Black Codes Link: http://www.blackpast.org/primarywest/1866-texas-black-codes • Texas State Library. The 1890s: End of an Era and the Quest for Civil Rights (Read the Black Codes, Pig Laws) Link: https://www.tsl.texas.gov/exhibits/forever/endofanera/page1.html 	<ul style="list-style-type: none"> • Prepare one page summary that makes a contemporary connection between state statutes and legislation that impacts civil rights. • Be prepared to do the following in class: <ul style="list-style-type: none"> ○ Provide a brief description of what you learned ○ How was the legal system used to force blacks into forced labor? ○ Describe the impact to blacks after the Civil War ○ In groups, describe how life could be worse after slavery. <p>Please submit the assignment via e-mail attachment to Margaret before class, using the correct file name convention on the attachment. [Social Justice] [LastName] [Assignment Name]. DUE on Friday, 09/22 before class.</p>
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Describe Texas' Black Codes, pig laws and Jim Crow laws; and the role they play in criminalizing behavior and black life. • Examine the impact of these laws on blacks following the Civil War. • Describe the rise of forced labor and the intersectionality of the legal system. • Describe contemporary connections that impacts civil rights. 			

Agenda:

- Warm-up: Review 5 things you learned from this week's readings and videos?
- Laws and Statutes overview
- Film: Slavery by Another Name
- Small-group discussion

Session #	Date	Readings	Assignments
05	Friday, 09/29		
Race and Racism		<ul style="list-style-type: none"> Adams and Bell. Racism and White Privilege (Chapter 5) Video: TEDTalk: Mellody Hobson. Color blind or color brave? Link: http://blog.ed.ted.com/2016/07/25/10-ted-classroom-resources-about-race-in-america/ Video: TEDTalk: Clint Smith. How to raise a black son in America Link: http://blog.ed.ted.com/2016/07/25/10-ted-classroom-resources-about-race-in-america/ <p>Skim for Familiarity</p> <ul style="list-style-type: none"> Case study (in-class) 	<ul style="list-style-type: none"> Describe a situation where you were proactive and engaged in a conversation with a person of a different race Skim in-class case study (will be provided in-class) Current events presentation

Agenda:

- Warm-up: Review 5 things you learned from this week's readings and videos?
- Classroom discussion on the assignment
- Video: TEDTalk: Rich Benjamin: My road trip through the whitest towns in America
- Case method exercise

Session #	Date	Readings	Assignments
06	Friday, 10/06		
<p>Equality in Education</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> Describe the Five Key Dimensions Compare the pros/cons of online learning; and under what conditions work for social justice and when do they not? Gain an understanding of what Kozol means by <i>Free School</i> Describe the relationship between property taxes and inequality in education Describe manifestations of racism at institutions 		<ul style="list-style-type: none"> Adams, M. and Bell, L.A. Online and Blended Pedagogy in Social Justice Education (Chapter 11) Adams and Bell: Racism and White Privilege (Chapter 5) Lynch and Baker. Equality in Education: An Equality of Condition Perspective (pages 1-46) Kozol. Shame the Nation (pages 1-8) <p>Link: https://facultystaff.richmond.edu/~bmayer/pdf/ShameNation_Kozol.pdf</p> <ul style="list-style-type: none"> NPR video: Jonathan Kozol. Link: https://www.youtube.com/watch?v=9x7Ub9fqLGM <p>Skim for Familiarity</p> <ul style="list-style-type: none"> Case study (in-class) 	<ul style="list-style-type: none"> Using Lynch and Baker: Prepare a two-page summary of the Five Key Dimensions Using the readings prepare a one-page summary of the relationship between property taxes and inequality in education Skim in-class case study (will be provided in-class) Current events presentation <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, October 6th before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Equality in Education overview
- Video: Jonathan Kozol: Education in America <https://www.youtube.com/watch?v=lgPOso3OTqo>
- Case method exercise

Session #	Date	Readings	Assignments
07	Friday, 10/13		
<p align="center">Sexism, Gender and Transgender Oppression</p> <p align="center">OBJECTIVES</p> <ul style="list-style-type: none"> Describe the systems of privilege to heterosexuals, cisgender men, and people whose identity conform to cultural expectations Define the pay gap and describe where Texas ranks among states Gain an understanding and perspective of LGBTQ+ Youth 		<ul style="list-style-type: none"> Adams. Sexism, Heterosexism, and Trans Oppression. (Chapter 6). American Association of University Women. The simple truth about the gender pay gap. Pages 1-36. Misogyny: The World's Oldest Prejudice Video: TEDTalk: Jimmy Carter: Why I believe the mistreatment of women is the number one human rights abuse Link: https://www.ted.com/talks/jimmy_carter_why_i_believe_the_mistreatment_of_women_is_the_number_one_human_rights_abuse Video: TEDTalk: Geena Rocero Link: https://www.ted.com/talks/geena_rocero_why_i_must_come_out <p>Skim for Familiarity</p> <ul style="list-style-type: none"> Case study (in-class) 	<ul style="list-style-type: none"> Prepare a two-page summary that makes a contemporary connection between recent legislative bills that impacts the lives of transgender people. Skim in-class case study (will be provided in-class) Current events presentation <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, October 13th, before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Sexism, Gender and Transgender Oppression overview
- Panel: Maven Youth. Maven is a non-profit that fosters innovative solutions that empower LGBTQ+ youth to network, organize and educate for social change.
- Case method exercise

Session #	Date	Readings	Assignments
08	Friday, 10/20		
Classism		<ul style="list-style-type: none"> Adams. Classism (Chapter 7) Faireconomy.org. Policy Brief: The US Financial Transactions Tax: A Primer Link: http://www.faireconomy.org/financial_transactions_tax Pew Research blog Link: http://www.pewresearch.org/fact-tank/2017/05/02/why-people-are-rich-and-poor-republicans-and-democrats-have-very-different-views/ 	<ul style="list-style-type: none"> Prepare a two-page summary from one the readings (your choice) Skim in-class case study (will be provided in-class) Current events presentation
<p style="text-align: center;"><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> Describe the intersections of classism with: a) immigration and economic class system, b) ableism, c) unequal pay, d) race, and e) heterosexism Describe the impact of organized labor on the middle class 			
			<p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, October 20th, before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Classism overview
- PBS Video: People Like Us (Link: <http://www.pbs.org/show/people-us/>)
- Case method exercise

Session #	Date	Assigned Readings	Assignments
09	Friday, 10/27		
<p style="text-align: center;">Immigration</p> <p style="text-align: center;"><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> Describe the elements of white privilege. Analyze contemporary issues that are impacting immigrants 		<ul style="list-style-type: none"> Adams. Racism and White Privilege (pgs. 140-145, 152-159, 172-179) <p>Skim for Familiarity</p> <ul style="list-style-type: none"> Case study (in-class) 	<ul style="list-style-type: none"> Prepare an op-ed piece that makes a contemporary connection between recent legislative bills that impacts the lives of immigrants. A template will be posted on Canvas Skim in-class case study (will be provided in-class) <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <u>attachment</u>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, October 27th, before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Social Justice immigration overview
- Video
- Case method exercise

Session #	Date	Readings	Assignments
10	Friday, 11/03		
Religious Oppression			
<p style="text-align: center;"><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> Gain an understanding of the historical role religion played in immigration Describe the history of religious tolerance in the United States 		<ul style="list-style-type: none"> Adams. Religious Oppression (Chapter 8) Smithsonian. America's True History of Religious Tolerance (2010). Link: http://www.smithsonianmag.com/history/americas-true-history-of-religious-tolerance-61312684/ Video: TEDTalk: Negin Farsa (filmmaker: The Muslims are Coming) Link: https://www.ted.com/speakers/negin_farsad 	<ul style="list-style-type: none"> Using Adams, prepare a two-page summary from one the readings using a social justice lens. Skim in-class case study (will be provided in-class) Current events presentation <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, November 3rd, before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment and 5 things you learned from this week's readings
- Overview of Religious Oppression
- Video
- Case method exercise

Session #	Date	Readings	Assignments
11	Friday, 11/10		
<p align="center">Social Injustices and Correlation with Crime Rates</p> <p align="center"><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> Analyze the relationship between poverty and crime. Demonstrate insights into the intersectionality between poverty and crime Describe opposing views in the intersectionality of poverty and crime 		<ul style="list-style-type: none"> Adams. Core Concepts for Social Justice Education (Chapter 4) Kearney and Harris. Brookings Institute: The Unequal Burden of Crime and Incarceration on America's Poor Link: https://www.brookings.edu/blog/up-front/2014/04/28/the-unequal-burden-of-crime-and-incarceration-on-americas-poor/ Cato Institute Link: https://www.cato.org/publications/congressional-testimony/relationship-between-welfare-state-crime-0 	<ul style="list-style-type: none"> Write and submit a three-page paper as if you were a city council member and make recommendations for agency adoption to decrease crime in urban settings from a social justice lens.. Skim in-class case study (will be provided in-class) Current events presentation <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, November 10th before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Social Injustice and the correlation with crime rates overview
- Classroom discussion on your crime reduction proposal; And thoughts on the intersectionality of crime and poverty
- Case method exercise

Session #	Date	Readings	Assignments
12	Friday, 11/17		
Multiculturalism			
<p style="text-align: center;">OBJECTIVES</p> <ul style="list-style-type: none"> Define and describe The Five Forces of Multiculturalism Gain knowledge on diverse cultures Describe the pros/cons of multicultural education 		<ul style="list-style-type: none"> The Five Forces of Multiculturalism Link: https://www.learner.org/worksheets/socialstudies/pdf/session3/3.Multiculturalism.pdf Wilson. Multicultural Education: What is it? Link: http://www.edchange.org/multicultural/papers/keith.html Ambrosio and Park. Unexpected Differences. A Dialogue Across Differences (pages 1-6) Link: http://files.eric.ed.gov/fulltext/EJ871362.pdf Supplementing Normalcy and Otherness: Queer Asian American Men Reflect on Stereotypes, Identity and Oppression Video: TEDTalk: The Danger of a Single Story Link: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story Video: TEDTalk: Embracing Others, Embracing Myself Link: https://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself?language=en 	<ul style="list-style-type: none"> Write and submit a two-page summary of the readings. Skim in-class case study (will be provided in-class) Current events presentation Determine teams and focus area from one of the topics covered during the semester. Team project: write and submit a 7-10-page paper. Templates will be posted on Canvas. (DUE on Friday, December 8th) <p>Please submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <u>attachment</u>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, November 17th before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Multicultural overview
- Video
- Case method exercise
- Determine topic area and teams

Session #	Date	Readings	Assignments
13	Friday, 12/01		
<p align="center">Community Organizing; Participatory Methods in Planning and Policy</p> <p align="center"><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> • Describe community outreach and determine how to apply outreach for local community development • Analyze community demographics • Gain an understanding of the participatory methods in grassroots organizing including: <ul style="list-style-type: none"> ○ How-to initiate ○ Collecting data ○ Forming ○ Objective setting ○ Deciding a strategy ○ Putting the plan into action 		<ul style="list-style-type: none"> • Capper, Theoharris, Sebastian. Journal of Educational Administration. Toward a framework for preparing leaders for social justice Link: https://www.researchgate.net/publication/242349193_Toward_a_framework_for_preparing_leaders_for_social_justice • TEDTalk: Inc. Magazine. 4 TEDTalks everyone should watch: <ul style="list-style-type: none"> • Gender Equality • Women’s Rights • Transgender • Growing up Black Link: https://www.inc.com/peter-economy/4-ted-talks-about-social-justice-every-millennial-should-watch.html • TEDTalk: Bryan Stevenson. We need to talk about social injustice Link: https://www.youtube.com/watch?v=c2tOp7OxyQ8 	<ul style="list-style-type: none"> • Skim in-class case study (will be provided in-class). • Current events presentation • Utilize class time to work towards completion of team project. <p>REMINDER: Submit Team Project assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Friday, December 8th before class starts.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Social Justice Outreach overview
- Case method exercise
- Determine topic area and teams
- Class time may be used to work on team project

Session #	Date	Readings	Assignments
14	Friday, 12/08		
<p>Community Organizing; Participatory Methods in Planning and Policy Statement of Personal Commitment</p> <p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> Gain an understanding of building a plan that organizes community on one of the topics discussed in class. Review core concepts of class Formulate a plan for Professional Development about Social Justice and the profession you plan to pursue (Ex. Advocacy, criminal justice) 		<ul style="list-style-type: none"> Adams: The Five Faces of Oppression Adams: Critical Self-Knowledge for Social Justice Educators (Chapter 12) 	<ul style="list-style-type: none"> Prepare a statement of Personal Commitment and formulate a plan for Professional Development Read course reading to prepare for in-class discussion <p>REMINDER: Submit the assignment via e-mail attachment to Margaret, using the correct file name convention on the <i>attachment</i>. [Social Justice] [LastNameFirstInitial] [Assignment Name]. DUE on Monday, December 8th, before class.</p>

Agenda:

- Warm-up: Review 5 things you learned from the previous assignment
- Classroom discussion covering The Five Faces of Oppression
- Classroom discussion covering Plan for Professional Development and Commitment