

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW325 Instructor's Name: Michele A. Rountree, Ph.D.
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Semester: Fall, 2017 Office Phone Number: 512-471-7160
Meeting Time: M/W 11:00-12:30 Office Hours: Mondays 10:00-11:00 a.m., 12:30
a.m. – 1:30 a.m. Classroom: SSW 2.130 Wednesdays 10:00-11:00 a.m.; Fridays 8:00
a.m. – 8:30 a.m.,
11:30 a.m. -12:30 p.m. or by appointment
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Foundations of Social Justice: Values, Diversity, Power & Oppression

CULTURAL DIVERSITY IN THE UNITED STATES

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, marginalization, beliefs, and histories of at least one U.S. cultural group that has experienced persistent

STANDARDIZED 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 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 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.

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, 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 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 1.) creating a safe learning environment that 2.) allows for the sharing of ideas, in-depth critical analysis and integration of the material.

REQUIRED TEXTS AND MATERIALS

Required Text:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Third Eds.). (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.

Text can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website:

<http://www.universitycoop.com>.

Weekly readings can be accessed on Canvas.

The instructor reserves the right to provide and/or assign additional reading to supplement the texts and reader.

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. 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 before class begins.

COURSE REQUIREMENTS

Active Learning Contract (10 points):

Cooperative, Active, Student-Directed Learning

The B.S.W. program is a 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. The 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 with a 2 sentence explanation as to why you have earned those points on 12/11.*

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 with peers and instructor 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 placement.
- √ 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 to class.
- √ Adherence to the NASW Code of Ethics (included in required reader).

Personal Statement (10 points):

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

<https://www.youtube.com/watch?v=c2tOp7OxyQ8>

We need to talk about an injustice | Bryan Stevenson 23 Minutes

Or

https://youtu.be/GFYi_PvHR0k

Igniting the social justice generation | Stephanie Sena | TEDxVillanovaU

1. Watch the presentation “*We need to talk about an injustice*” by Bryan Stevenson or Igniting the social justice generation by Stephanie Sena.
If you were to share with someone what this presentation has to do with the field of social work what would you say? Was there anything you learned that contributes to your professional development as a social worker?
2. What life and work experiences have informed your decision to become a social worker/social activist?
3. What are your professional goals?
4. What adjustments will you have to make to meet the challenges of the graduate program?
5. What resources (e.g., personal strengths, family/friend support, community support) will you draw upon to facilitate your success in the class and program?
6. What particular issue would you like to see change in your lifetime? Explain.
7. How will you change the world?

Criteria of Evaluation:

- √ Timely completion of the assignment.
- √ Adherence to the manuscript guidelines (attached).

Due: 9/6

Reflections on the Readings (9 points total - 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.
- Reflections on the readings do not need a reference page, however in the text please let the reader know what assigned reading or culmination of themes of different assigned readings you are reflecting upon.

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: 9/6, 9/13, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 12/11

Position Papers (9 total 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 with support of evidence.

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. The importance of this assignment is for students to develop the capacity in identifying where they stand on an issue and to provide evidence to support their position.

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 readings, from other professional, scholarly literature, personal and professional experience.
- Cite the American Psychological Association (6th Edition) list following APA format (see Publication Manual of
- Include a reference page of all cited literature.

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/Position # (1-9)

Criteria for Evaluation:

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

Due: 9/6, 9/13, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 12/11

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 your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) and have treated you based on these social identities.

- Be mindful of time while presenting your culture box so others also have an opportunity to do so within a timely manner.

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: 9/18, 9/20

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

At a minimum, excluding the title and reference page, the length of the paper should be no less than 15 pages and no more than 20 pages. On 10/18, groups are required to submit to the instructor a 1 paragraph summary describing the topic of the paper. An interview of either someone impacted by this issue, member of a coalition or a professional intricately involved with the issue needs to be conducted and the results of the interview integrated into both the paper and presentation. As the professor, I reserve the right to award differentially weighted grades on the group project based on the contribution of the group members to the paper and presentation. If an individual student's performance is consistently below par jeopardizing the quality of the overall group's work then the student will be graded accordingly.

Your paper should include the following sections:

- Abstract: Provide a brief, comprehensive summary of the contents of the paper, it allows readers to survey the contents.
- Statement of Purpose: Define the problem, including who is impacted and how.
- 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.
- 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 an 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 (praxis) on a micro, mezzo and macro level.

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
- √ Adherence to manuscript guidelines (see attachment)

Due: 12/11

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 your group has analyzed. Just as you would in a professional conference poster session, your group 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 the group has 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 with proper citations.
- Back: an annotated bibliography of the 10 most useful sources related to this issue (include APA style reference with a 2-3 sentence description of each article).

Criteria for Evaluation:

Your handout will be evaluated based on:

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

Due: 11/13, 11/15, 11/27, 11/29

GRADING

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

GRADING SCALE

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| 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 |

COURSE SCHEDULE

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

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| <p>Week 1 8/30</p> | <ul style="list-style-type: none"> • Introductions • Overview: Course Themes • In-Class Exercises | <p>Canvas: Syllabus NASW Code of Ethics Lum Chapter 12 Asian Americans</p> | |
| | <ul style="list-style-type: none"> • Course Requirements | <p>Harris (2016), B4 Harris (2017), A12 King & Rangan (2016), A5 McIntosh (1988), 94-105.</p> | |
| <p>Week 2 9/4</p> | <p>HOLIDAY</p> | <p>Nakamura (2017), A1, A15. ENOY Nichols (2017), A1, A6 Pershing (2010), A12 Staff & Wire Reports (2017), B1, B4 Wilson (2017), B6 Yaccino (2012), A7</p> | |
| <p>9/6</p> | <ul style="list-style-type: none"> • Labeling • Cycle of Socialization • Common Ground • In-Class Group Exercises | <p>Text: Adams et al. (2013), 3rd edition pp. 1-21 Friere (1970), Chapter 1 Lum Chapter 9 Native Americans</p> <p>Canvas: Appelbaum (2015), E1/E6 Anderson (2011), pp.250-268 Beck (2015), D2 Chang (2017), B1, B3 DeParle (2012), A5 Friere (1990), 3-9. Fuller, Feur & Kovaleski (2017), A1, A15 Galambos (2008), pp. 1-5 Jensen (1998), 1-3. Jensen (1998-followup), 1-3.</p> | <p>Personal Statement Reflection on Readings Position Paper</p> |

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| Week 3 9/11 | <ul style="list-style-type: none"> • Power, Privilege & Oppression: Conceptual Frameworks and Theoretical • Perspectives In-Group Exercise | <p>Texts: Adams et. al (2013) , 3 rd ed., pp. 21-56 Friere (1970), Chapter 2 Lum Chapter 10 African Americans</p> <p>Canvas: Anderson (2010) , Kayling Lo Associated Press (2002) , pp.1-2. Buchholz (2013), D1, D4, D5 Delgado-Romero (2003), pp.119-125. Drew (2017), A15. Grossman (2010), A8 Hafner (2012), A7 Haurwitz (2017), B1. Jankowski & Findell (2017) , B1, B5. Kang & Sewell (2017), A1, A5 Krentzman (2008), pp. 7-31. Locklear (2012) , pp. 152-159 Loftus (2017), A4 McWhirter 7 Levitz (2017) , A4 Paquette (2017) , E1, E4 Schwartz (2017), A1, A6 Teunis (2007), pp.263-275 Waller (2001), 290-297 U.S. Watch (2017), A2</p> | |
| 9/13 | <ul style="list-style-type: none"> • Cultural Norms, Values & Role Expectations related to Identity and • Oppression Cross-Cultural • Empathy In-Group Exercise | | Reflection on Readings Position Papers |
| Week 4 9/18 | <ul style="list-style-type: none"> • Multiple Social Identities Presentation: Culture Boxes | | Culture Box |
| 9/20 | <ul style="list-style-type: none"> • Multiple Social Identities Presentation: Culture Boxes | | Culture Box |

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| <p>Week 5 9/25</p> <p>9/27</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>Canvas: Agren (2010), A1 Associated Press (May 26, 2013), C10 Bearak,(2010), A4 Buffie (2011), pp. 986-990 Gartrell (2005), pp. 518-524. Gillert (2017), B1, B6 Goodstein (1/10/2013), A4 Haurwitz (2017), A1, A10 Johnson (2017), A5 Lemire (2017), A6 Lindell (August 2, 2017), A8 Lindell (August 1, 2017), A1, A6 Lai & Bodeen (2017), A4 McGaughy (February 6, 2016), Nichos & Stokols (2017), A1 Nir (2012), A20 Oppenheimer (2010), A14 Silverman & Laris (2017), A5 Willis (2004), pp.115-132. Rising (2017), 11A</p> | <p>Reflection on Readings Position Paper (5) Critical Analysis</p> <p>Topics of Interest</p> |

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| <p>Week 6 10/2</p> <p>10/4</p> | <p>Specific Identity</p> <ul style="list-style-type: none"> Constructs and Populations at Risk: Race and Racism | <p>Text: Adams (2013), (3rd Edition), pp. 65-139 Friere (1970), Chapter 3 Lum Chapter 11 Latinos</p> <p>Canvas: Baldus (2008), p.555 Bronson (2009), pp.1-9. Chang (2017), A1, A7 D'Angelo (2009) Durkin Richer (2017), A2 Katz (2017), A13 Findell (2017), A1 Frosch & Weaver (2017), A1, A10 Goldstein (2017), B1 Haurwitz (2017), B1, B5 Hall (2017), B6 Healy 92017), A23 Jankowski (2017), B1, B4 Jankowski & Findell (2017), B1, B5 Kesling & Belkin (2017), A6 LeBlanc (2017), A9</p> | <p>Reflections on Readings Position Paper</p> |
| | | <p>Lindell (2017), A1, A6. Lyman (2017) A13 Merchant (2017), B1, B3 Miller (2008) Robles (2017), A12 Root (2000), 628-639 Sainz (2013), A15 Silver (2017), B1, B5 Stewart (2012), pp. 11-27. Tavernise (2013), A2 Wan & Kaplan (2017), E1, E4 Wermund (2013), A1,A9 Zetzer (2005), pp.3-16</p> | |

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| <p>Week 7 10/9</p> <p>10/11</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</p> <p>Friere (1970), Chapter 4</p> <p>Canvas: Angier (2005), pp.1-5. Batrawy (2012) , A4 Blood et al. (1983), pp. 181-187. Ferguson (2010), pp. A1, A6 Hawkins (2017), A12 Ingraham (2017) , A6 Norland (2010), A6, A13. Sengupta (2017), A8 Szymanski (2005), pp. 355-360. Yeginsu & Rao (2017), A4</p> | <p>Reflection on Readings Position Paper</p> |
| <p>Week 8 10/16</p> <p>10/18</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>Canvas: Alter (2005) Cerojana (2013) , D7 Daley (2013), A12 D’Innocenzio (2015) , A15 Gettleman & Kumar (2017) , A4 Gosselin (2004), pp. 1-12 Grant (2017), F5 Harrison (2017) , A3 Ingold (2017), A1, A16 Krugman, (2002), pp.1-2. Lazo (2017), A3 Lee & Jun (2017), A7 Leubsdorf (2017), A2 Nassauer (January 21 , 2016) , B1 Noon & Thompson (April 1, 2016), A2 Pear & Kaplan (2017), A5, Tan, C. (2010) A8 Tompar (2017), F5</p> | <p>Reflection on Readings Position Paper</p> <p>One paragraph description of proposed topic for</p> |

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| | | <p>Yip (2013), F7</p> | <p>the Critical Analysis Paper for Group</p> |
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| <p>Week 9 10/23</p> <p>10/25</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>Canvas: Herf (2007), pp. 575-600. Hijab Brochure Hui (2013),A2 Kaplan (2017), A14 McGuirk (2017), A11 Olson (2017), A2 Schlosser (2003), 44-51</p> | <p>Reflections on Readings Position Paper</p> |
| <p>Week 10 10/30 Emily</p> <p>11/1</p> | <ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk: Ableism • Ageism | <p>Text Adams et. al (2013), 3nd edition, pp. 461-534, 535-588</p> <p>Canvas: Associated Press (2013 February 23), B1,B9 Bennett (2004) Hinrichsen (2010), 735-743 Huang (2012), pp. 1-8. Hughes (2008), pp. 1-3. Jordan (2010), A3 Kirchner (2008), pp 349-352. Lindell (2012), B1, B4 May (2005) Nelson (2005), pp. 207-218. Schuldberg (2005) , pp. 441-455. Solis (2006), pp.146-153. Stobbe (2013), pp. A5</p> | <p>Reflection on Readings Position Paper</p> |
| <p>Week 11 11/6</p> <p>11/8</p> | <p>Activism and Taking Care of Self</p> <p>NO CLASS GROUPS WORK ON FINAL PRESENTATION & PAPER</p> | | |

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| 11/13 | <ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentation (2) | | |
| 11/15 | <ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentation (2) | | |
| Week 13 11/20 | HOLIDAY | ENJOY! | |
| 11/22 | | | |
| Week 14 11/27 | <ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations (2) | | |
| 11/29 | <ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations (2) | | |
| Week 15 12/4 | <ul style="list-style-type: none"> Social Justice In Action | Canvas: Social Justice Movements: Racism Ableism Heterosexism Sexism | |
| 12/6 | <ul style="list-style-type: none"> Social Justice in Action | | |
| 12/11 | <ul style="list-style-type: none"> Alliance Building Resistance to Oppression | Text: Adams et al. (2013), (3 rd Edition), 589-645 Canvas: Broido & Reason (2005), 17-28. Evans (2005), pp.43-54. hooks (1995), pp. 263-272. Kivel (1996), pp. 224-227. Langston (1992), pp. 110-121. Pittelman (2005) Reason, Scales, Millar (2005), pp. 55-66. | Critical Analysis & Strategic Action Paper Reflections on Readings Position Paper <i>Turn in your active learning contract points with a 2 sentence explanation as to</i> |

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| | | Smith & Redington (2010). pp. 541-549. | <i>why you have</i> |
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| | | Williams (2000), pp. 509-517. | <i>earned those points.</i> |
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