

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

**FOUNDATIONS OF SOCIAL JUSTICE**

<b>Course Number:</b>	SW 325	<b>Instructor's name &amp; email:</b>	Casey Walsh, LCSW walsh.casey@utexas.edu
<b>Unique Number:</b>	<b>61285</b>	<b>Meeting Time:</b>	Online
<b>Semester:</b>	Fall 2017	<b>Office hours:</b>	Via Skype; by appointment

**I. Course Description**

*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, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.*

Social Work seeks to bring order, to connect private troubles to public causes, and help disenfranchised people create better lives for themselves. In this class you will learn about social inequities and problems as well as strategies for allying with others in the pursuit of change. This course will survey the direct costs of privilege within US culture. There will be an emphasis on the impact of discrimination and oppression by individuals and society on people of diverse origins and orientations. The content of the course has the potential to be emotionally charged because of possible controversial issues; therefore, the students and professor will establish guidelines for a respectful and challenging learning environment collectively.

This course is based the following assumptions:

- 1) Membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences and individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression;
- 2) Professional social work ethics and values demand culturally competent practices;
- 3) It is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and
- 4) Professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression.

## II. Course Objectives

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

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research
2. Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, globally as well as those prevalent in the southwestern region of the United States
3. Understand the social construction of race and ethnicity, gender, and sexual orientation
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices
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

## III. Required Texts

Adams, M., Blumenfeld, W.J., Castaneda, C.R., Hackman, H.W., Peters, M.L., Zuniga, X. (2013). *Readings for Diversity and Social Justice* (3<sup>rd</sup> ed.). New York, NY: Taylor & Francis.

Dyson, M.E. (2017). *Tears We Cannot Stop: A Sermon to White America*. New York, NY: St. Martin's Press.

Johnson, A.G. (2017). *Privilege, Power, and Difference* (3<sup>rd</sup> Ed.). New York, NY: McGraw-Hill Education.

**Supplemental Readings, Videos, and Podcasts will be posted on the UT Canvas website.**

### **Use of CANVAS in Class**

In this class the Instructor uses CANVAS, a Web-based course management system with password protected access at <http://courses.utexas.edu>, to distribute all course materials, to communicate and collaborate online, to post grades, and to receive assignments. Students can find support in using CANVAS at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

## IV. Class Policies

- Students are expected to behave in a professional manner that mirrors that of a social work clinician. The instructor and students have the ethical responsibility to their colleagues to see that the online class environment is maintained as a respectful,

collegiate, and confidential setting. Differences in values, opinions, and feelings of class members and guest speakers will be respected. When students voice an opinion with which you do not agree, please voice opinions in a civil manner that can enhance the flow of ideas and dialogue. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs.

- Students are expected to participate in an interactive learning dialogue with their fellow students and professor. Students are expected to complete all readings and preparatory assignments. Failure to demonstrate through online discussions and assignments that one has comprehended the readings will be considered when assigning the final grade.
- 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.
- Students are expected to turn in assignments via CANVAS by the due date posted. Any adjustments in due dates must be discussed with the instructor at least 48 hours PRIOR to the regularly scheduled due date.
- Social work practitioners have the ethical responsibility to serve their clients and community with honesty and integrity. Therefore, it is expected that work submitted will be your own. Scholastic dishonesty, including plagiarism, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office (see MSW Handbook).
- If students are concerned about their class performance, please reach out to the professor as soon as possible. The professor will work with students to support their learning and discuss opportunities to improve their course grades. FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.
- Should any modifications or changes need to be made to the course (e.g., calendar, videos, assignments), modifications will be posted to CANVAS. Students should check their email and CANVAS regularly for updated class information.

## **V. Course Assignments**

The following assignments and activities will be completed during the semester. Your grade will be based on a total of 100 points accrued by the end of the semester. Detailed directions for each assignment are posted on Canvas.

### **Self-Interview (5 points)**

Part I: At the beginning of the semester, you will conduct an interview-style initial assessment of your ideas and attitudes about diversity, privilege, and oppression.

### **Blog (50 points)**

This course involves a significant amount of required reading, media, and online interaction. Each student will create a blog and make weekly entries that reference the readings, discussions, and responses to relevant issues related to social justice. You will also comment on your peers' blogs, engaging in conversation.

### **OP-ED Essay x2 (5 points each)**

Two Op-Ed pieces written about an issue related to social justice, diversity, power, and oppression. This writing exercise is a way to present an effective and concise argument about important issues that impact the lives of your clients and the communities they live in. Writing Op-Ed pieces are also a way to advocate and participate in civil society.

### **Take a Picture (10 points)**

We will discuss a lot of ideas related to perception and reality. This assignment asks you to take a picture of a scene in your day-to-day life and then describe the scene with reference to various social identities.

### **Concepts and Applications Quiz (10 points)**

A concepts and applications quiz will be posted on Canvas towards the end of the semester and you will have approximately one week to complete the quiz. Responses will be graded on thoroughness and insights, including each student's ability to integrate readings from texts, videos, collateral readings, and blog discussions. The core competencies that will be assessed include "Engage Diversity and Difference in Practice" and "Advance Human Rights & Social, Economic, and Environmental Justice". Responses will be scored on a scale ranging from insufficient progress, emerging competence, competence, to advanced competence.

### **Service Learning Activity Reflection Paper (15 points)**

Students will choose a local community agency (e.g. Breast Cancer Resource Center, Lifeworks, Inside Books Project, Austin Pets Alive) related to their social advocacy interests to participate in a volunteer activity. Students will a brief reflection (4 pages, double-spaced) describing the social advocacy cause that they chose with discussion of relevant scholarly peer-reviewed journal articles and media sources, why those chose the agency and cause that they did, how they participated during the volunteer activity, how it relates to what they have learned in class, and their hopes for future community engagement. Volunteer opportunities can be found through internet and database searches (e.g. [www.volunteermatch.org](http://www.volunteermatch.org)), community postings, and word-of-mouth. The professor can also provide additional ideas of agencies and opportunities if needed.

## **VI. Course Grading Criteria**

Grades will be posted on CANVAS. Students can track their progress throughout the course.

<b>Course Requirement</b>	<b>Point Value</b>
Self-Assessment	5 points
Blog	50 points
Op-Ed Essays	5 points each (10 points total)
Take a Picture	10 points
Concepts & Applications Quiz	10 points
Service Learning Activity & Reflection Paper	15 points

## **VII. 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](tel: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](tel: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.

#### **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

### VIII: Course Schedule

Topic	Reading Due	Watching Due	Assignment Due
<i>Week 1: Course Introduction, August 30 – September 3</i>			
Introductions, Netiquette for Online Learning, & Syllabus Review	<input type="checkbox"/> Review Syllabus <input type="checkbox"/> Netiquette for Online Learning <input type="checkbox"/> Johnson: Epilogue: A Worldview is Hard to Change (p. 135 – 141)		<input type="checkbox"/> Create Blog <input type="checkbox"/> Self-assessment due Sept 3 by 8 pm
<i>Week 2: Conceptual Frameworks, September 4 – Sept 8</i>			
Positionality: Who am I?	<input type="checkbox"/> Adams: Ch 4 Theoretical Foundations (p. 21-26) <input type="checkbox"/> Johnson: Ch 1 We're in Trouble (p. 1 – 11) <input type="checkbox"/> Therborn: Inequalities of the World	<input type="checkbox"/> TED Radio Hour: <a href="#">Identities</a>	<input type="checkbox"/> Blog post due Sept 8 by 8 pm <input type="checkbox"/> Two blog comments due Sept 10 by 8 pm
<i>Week 3: Socialization, September 9 – September 16</i>			
Cycles of Socialization	<input type="checkbox"/> Adams, Ch 6: The Cycle of Socialization (p. 45-52) <input type="checkbox"/> Adams, Ch 131: The Cycle of Liberation (p. 618-625)	<input type="checkbox"/> TED: <a href="#">The Hidden Influence of Social Networks</a>  <input type="checkbox"/> PBS Frontline: <a href="#">Generation Like</a>	<input type="checkbox"/> Blog post due Sept 16 by 8 pm <input type="checkbox"/> Two blog comments due Sept 18 by 8 pm
<i>Week 4: Privilege, September 17 – September 24</i>			
History of Privilege  Positionality: Who are You?	<input type="checkbox"/> Zinn: <a href="#">A People's History of the US: Ch 1-4 and Ch 23-25</a> <input type="checkbox"/> Adams, Ch 10: "Symbolic Racism, History, & Reality: The Real Problem with Indian Mascots" (p. 73-77) <input type="checkbox"/> Peggy MacIntosh, "Unpacking the Invisible Knapsack" <input type="checkbox"/> Melissa Harris-Perry & James Perry: "From New Orleans to Ferguson, a Decade of Asserting Black Lives Matter"	<input type="checkbox"/> <a href="#">YouTube: Michael Moore: A Brief History of the USA – Bowling for Columbine</a>	<input type="checkbox"/> "Take a Picture" Assignment due Sept 24 by 8 pm <input type="checkbox"/> Blog post due Sept 24 by 8 pm <input type="checkbox"/> Two blog comments due Sept 26 by 8 pm



Topic	Reading Due	Watching Due	Assignment Due
<i>Week 5: Structures and Institutions, Sept 25 – October 2</i>			
What are the structures that influence society?  Cultural Competency	<input type="checkbox"/> The Atlantic: Can Schools be Fixed? <input type="checkbox"/> Boston Review: the Privatization of Hope <input type="checkbox"/> “It’s not the Inequality; It’s the Immobility” <input type="checkbox"/> Johnson – Introduction: Privilege Oppression and Difference (p. 12-34) <input type="checkbox"/> <a href="#">Enhancing Cultural Competence in Social Service Agencies</a>	<input type="checkbox"/> <a href="http://www.pbs.org/wnet/chasing-the-dream/films/getting-ahead-tavis-smiley/">http://www.pbs.org/wnet/chasing-the-dream/films/getting-ahead-tavis-smiley/</a>	<input type="checkbox"/> Op-Ed #1 due Oct 2 by 8 pm <input type="checkbox"/> Blog post due Oct 2 by 8 pm <input type="checkbox"/> Two blog comments due Oct 4 by 8 pm
<i>Week 6: Identities, Oct 3 – Oct 10</i>			
Identity Construction	<input type="checkbox"/> Adams, Ch 1 “The Complexity of Identity: Who Am I?” (p. 6-9) <input type="checkbox"/> Adams, Ch 69 “He Works, She Works, But What Different Impressions They Make” (p. 355-356) <input type="checkbox"/> Michael Eric Dyson: “Inventing Whiteness” (p. 44-70) from <a href="#">Tears We Cannot Stop</a>	<input type="checkbox"/> <a href="#">YouTube: Lana Wachowski Receives the HRC Visibility Award (30m)</a> <input type="checkbox"/> <a href="#">TED: iO Twillett Wright: 50 Shades of Gay (20m)</a> <input type="checkbox"/> <a href="#">TED: Stella Young: I’m not your inspiration, thank you very much (20m)</a>	<input type="checkbox"/> Blog post due Oct 10 by 8 pm <input type="checkbox"/> Two blog comments due Oct 12 by 8 pm
<i>Week 7: Theories of Difference, Part 1, Oct 11 – Oct 18</i>			
Theories of Difference  Ethnocentrism  Implicit bias	<input type="checkbox"/> Adams Ch 11 “The Possessive Investment in Whiteness” (p. 77-86) <input type="checkbox"/> Adams Ch 26 “The Dangerous Consequences of Growing Inequality” (p.157-164) <input type="checkbox"/> Intersectionality: Multiple Inequalities in Social Theory <input type="checkbox"/> Investigating the Effect of Anxiety, Uncertainty, & Ethnocentrism on Willingness to Interact in an Intercultural Communication	<input type="checkbox"/> <a href="#">TED: The Urgency of Intersectionality</a> <input type="checkbox"/> <a href="#">TED: Mia Birdsong: The Story We Tell About Poverty Isn’t True</a> <input type="checkbox"/> <a href="#">TED: Lee Mokobe: A powerful poem about what it feels like to be transgender (20m)</a> <input type="checkbox"/> <a href="#">NPR: The Culture Inside</a>	<input type="checkbox"/> Blog post due Oct 18 by 8 pm <input type="checkbox"/> Two blog comments due Oct 20 by 8 pm

Topic	Reading Due	Watching Due	Assignment Due
<i>Week 8: Theories of Difference, Part 2, Oct 19 – Oct 26</i>			
The Five Faces of Oppression	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adams, Ch 118, “Aging with Disabilities: Ageism &amp; More” (p. 565-566)</li> <li><input type="checkbox"/> Adams, Ch 113, “Recognizing Ableist Beliefs and Practices and Taking Action as an Ally” (p. 532-534)</li> <li><input type="checkbox"/> Adams, Ch 44 “Christian Privilege: Breaking a Secret Taboo” (p. 243-244)</li> <li><input type="checkbox"/> Adams, Ch 46 “Religious Oppression of Indian Americans in the Contemporary U.S. (p. 250-254)</li> <li><input type="checkbox"/> Wilson: How we find ourselves</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">TED: Rosie King: How Autism Freed Me to Be Myself</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Op Ed #2 due Oct 26 by 8 pm</li> <li><input type="checkbox"/> Blog post due Oct 26 by 8 pm</li> <li><input type="checkbox"/> Two blog comments due Oct 28 by 8 pm</li> </ul>
<i>Week 9: Values &amp; Ethics in Social Work Practice, Oct 27 – Nov 3</i>			
Values & Ethics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ethical Issues in Social Work – SW Desk Reference</li> <li><input type="checkbox"/> Universalism and Cultural Relativism in Social Work Ethics</li> <li><input type="checkbox"/> Critical Consciousness and Cross-Cultural/Intersectional Social Work Practice: A Case Analysis</li> <li><input type="checkbox"/> Johnson: Ch 8 “Getting off the Hook: Denial &amp; Resistance” (p. 92-106)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Giving Voice to Values: Values</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Blog post due Nov 3 by 8 pm</li> <li><input type="checkbox"/> Two blog comments due Nov 5 by 8 pm</li> </ul>
<i>Week 10: Health Inequality, Nov 4 – Nov 11</i>			
Health Inequality	<ul style="list-style-type: none"> <li><input type="checkbox"/> Health Disparities &amp; Health Equity: The Issue is Justice</li> <li><input type="checkbox"/> Inequality and the Healthcare System in the USA</li> <li><input type="checkbox"/> Examining the Presence, Consequences, &amp; Reduction of Implicit Bias in Health Care: A Narrative Review</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Doctor Hotspot</a></li> <li><input type="checkbox"/> <a href="#">PBS Frontline: Sick Around the World</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Blog post due Nov 11 by 8 pm</li> <li><input type="checkbox"/> Concepts &amp; Applications Quiz available in Canvas on Nov 11</li> <li><input type="checkbox"/> Two blog comments due Nov 13 by 8 pm</li> </ul>

Topic	Reading Due	Watching Due	Assignment Due
<i>Week 11: Institutional Inequity, Nov 12 – Nov 19</i>			
Institutional Inequity	<input type="checkbox"/> Jean Baker Miller “Domination and Subordination” <input type="checkbox"/> Pinkus – “Discrimination Comes in Many Forms” <input type="checkbox"/> Johnson – Ch 7: How Systems of Privilege Work (p. 76-91)	<input type="checkbox"/> <a href="#">PBS FRONTLINE: Prison State</a>	<input type="checkbox"/> Blog post due Nov 19 by 8 pm <input type="checkbox"/> Concepts & Applications Quiz due Nov 20 by 8 pm <input type="checkbox"/> Two blog comments due Nov 21 by 8 pm
<b>THANKSGIVING BREAK, NOV 22-25</b>			
<i>Week 12: Sexism, Nov 27 – Dec 4</i>			
Sexism	<input type="checkbox"/> Adams, Ch 60 – “Night to His Day: The Social Construction of Gender” (p. 323-329) <input type="checkbox"/> Adams, Ch 64 - Violence Against Women is a Men’s Issue (p. 342-346)	<input type="checkbox"/> <a href="#">TED: We Should All Be Feminists</a>	<input type="checkbox"/> Blog post due Dec 4 by 8 pm <input type="checkbox"/> Two blog comments due Dec 6 by 8 pm
<i>Week 13: What Will You Do? Dec 5 – Dec 11</i>			
Empowerment Advocacy Art as Activism	<input type="checkbox"/> Adams Ch 128 – Developing a Liberatory Consciousness (p. 601-605) <input type="checkbox"/> Adams Ch 133 – Allies (p. 627-629) <input type="checkbox"/> Johnson: What Can We Do? (p. 107 – 134) <input type="checkbox"/> <a href="#">In NYC, Activism Begins with Lessons in Theatre</a> <input type="checkbox"/> Adams Ch 136– Unite & Rebel! (p. 638-641)	<input type="checkbox"/> <a href="#">NPR Music: Samora Pinderhughes: ‘The Transformations Suite’</a> <input type="checkbox"/> <a href="#">Urban Visions: Art as Social Practice by Rick Lowe</a>	<input type="checkbox"/> Blog post due Dec 9 by 8 pm <input type="checkbox"/> Two blog comments due Dec 11 by 8 pm <input type="checkbox"/> Service Learning Activity Reflection Paper due Dec 11 by 8 pm