

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

<b>Course Number:</b> SW 325 / URB 354	<b>Instructor:</b> Joy Learman, MSSW
<b>Unique Number:</b> 63245	<b>Semester:</b> Spring 2013
<b>Class Time:</b> Monday & Wednesday 9:30 am - 11:00 am	<b>Class Location:</b> SSW 2.116
<b>Office Hours:</b> Monday 11:00 am - 12:30 pm or by appointment	<b>Office Location:</b> 3.112 (Doctoral Office)
<b>Instructor Email:</b> jlearman@utexas.edu	<b>Doctoral Office Phone:</b> 512-475-8676

**FOUNDATIONS OF SOCIAL JUSTICE: VALUES, DIVERSITY, POWER & OPPRESSION**

**STANDARIZED COURSE DESCRIPTION**

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences 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 (**PB 18, 19, and 20**);
- 2.) Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations globally, as well as those prevalent in the southwestern region of the United States (**PB14, 16 and 17**);
- 3.) Understand the social construction of race and ethnicity, gender, and sexual orientation (**PB 14**);
- 4.) Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices (**PB15**) 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 (**PB 18, 19, and 20**).

**ACCREDITATION**

The University of Texas' School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment,

including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in your Student Handbook.

**EP2.1.4 Engage diversity and difference in practice.**

**PB14** Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power

Objectives 2 and 3

Assignments:

Reflection Papers

Position Paper

Culture Chest

Critical Analysis and Social Action Paper & Presentation

**PB15** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Objectives 4

Assignments:

Initial & Final Personal Statements

Reflection Papers

Culture Chest

**PB16** Recognize and communicate their understanding of the importance of difference in shaping life experiences

Objectives 2

Assignments:

Reflection Papers

Position Paper

Critical Analysis and Social Action Paper & Presentation

**PB17** View selves as learners and engage those with whom they work as informants

Objectives 2

Assignments:

Active Learning

Position Papers

Critical Analysis and Social Action Paper & Presentation

**EP2.1.5 Advance human rights and social and economic justice.**

**PB18** Understand the forms and mechanisms of oppression and discrimination

Objectives 1 and 5

Assignments:

Reflection Papers

Position Paper

Critical Analysis and Social Action Paper & Presentation

**PB19** Advocate for human rights and social and economic justice

Objectives 1 and 5

Assignments:

Position Paper

Critical Analysis and Social Action Paper & Presentation

**PB20** Engage in practices that advance social and economic justice

Objectives 1 and 5

Assignment:

Critical Analysis and Social Action Paper & Presentation

### **CULTURAL DIVERSITY FLAG COURSE**

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.

### **TEACHING METHODS**

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. Course content will be geared to social work practice. The primary methods of instruction include: interactive lectures, reading assignments, class discussions, group exercises, student presentations and guest speakers.

### **REQUIRED TEXTS AND MATERIALS**

Required Texts:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Eds.). (2010).  
Second Edition *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York, NY: Routledge.

Jensen, R. (2005). *The heart of whiteness: Confronting race, racism, and white privilege*. San Francisco, CA: City Lights.

The Adams and Jensen texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>.

Students are expected to stay abreast of current events, and thus add to class discussions, by viewing at least one national or international news source on a weekly basis. Recommended sources include, but are not limited to: BBC, CNN, Democracy Now!, network news (i.e., CBS, ABC and NBC), New York Times, NPR, US News and World Report and Washington Post.

All readings are expected to be completed before each class. The instructor reserves the right to assign additional readings to supplement the required texts and articles. Additional readings will be posted on Blackboard or distributed in class.

### **COURSE REQUIREMENTS**

Your grade for this course will be based on: an active learning grade; an initial personal statement; 10 one-page reflection papers; an op-ed piece; a culture chest grade; a social justice group project and action plan; a group presentation; and a final personal statement.

Students are strongly encouraged to attend all classes. In addition, students are encouraged to meet individually (as needed) with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet during office hours or by appointment.

**Active Learning (10 points):**

In addition to regular attendance, active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and engaging in class activities. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning process. Furthermore, as part of active participation in the class, each student is expected to stay abreast of current events and present discussion questions related to critical course material. The instructor will award active learning points based upon observation and, if necessary, discussion with the student.

Expectations:

- Regular class attendance. A student may miss two classes without penalty. For each additional unexcused class missed, two points will be deducted from their active learning grade. Students missing several classes will be asked to meet with the instructor to discuss their attendance.
- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing and both are necessary for an optimal learning experience.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference.
- View at least one national or international news source each week.
- Demonstrate understanding of current events and their relevance to course content.

**Based on an on-going assessment throughout the semester.**

**Initial Personal Statement (5 points):**

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

1. What life and work experiences have informed your decision to become a social worker?
2. What are your professional goals?
3. What adjustments will you have to make to meet the challenges of the BSW program?
4. What resources (e.g., personal strengths, family/friend support, community support) will you draw upon to facilitate your success in the class and program?
5. What will be your contribution to the field of social work and how will you change the world?

Criteria of Evaluation:

- √ Timely completion of the assignment.
- √ Ability to demonstrate reflection and self-exploration.
- √ Adherence to APA style guidelines.

**Due Date: 1/23**

**Reflection Papers (10 points total - 1 point for each reflection paper):**

Reflection papers are your opportunity to use writing to integrate the assigned readings with your own thoughts and experiences. The purpose of the papers is to clarify your thinking and practice expressing your views on controversial topics. Reflection papers are a one-page informal assignment but must demonstrate an in-depth and honest personal reflection.

Expectations:

- Read the assigned readings for the week.
- Reflect on what you have read and how it affects your personal and professional life.
- Write your thoughts, opinions, feelings related to the issues raised in the readings.

Headings for each reflection should be written as follows:

Last Name, First Name/Date/Reflection # (1-10)

Criteria for Evaluation:

- √ Timely completion of the assignment (late reflections will not be accepted)
- √ Ability to demonstrate you have read the assigned material.
- √ Relevance of your reflections to the readings.
- √ In-depth and honest self-reflection.
- √ Adherence to APA style guidelines.

**Due Dates: 1/23, 1/30, 2/6, 2/13, 2/20, 2/27, 3/6, 3/20, 3/27, 4/3**

**Op-Ed Piece (10 points):**

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 an op-ed piece 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 effectively argue your position on controversial issues with the support of evidence. An op-ed is a persuasive document meant to sway other's views on an issue or policy. The importance of this assignment is for students to develop the capacity to identify where they stand on an issue and to provide evidence to support their position and persuade others. The op-ed piece should be no longer than 750-words. To prepare to write the piece, you may want to study the op-ed page of newspapers such as the *Washington Post*, *New York Times*, *Houston Chronicle*, or *Austin American-Statesman*. If you decide to submit your editorial to a newspaper, carefully follow the paper's instructions for submission. You can receive 5 extra points toward your final grade if you are successful.

Criteria for Evaluation:

- √ Timely completion of the assignment
- √ Content (how clear and convincing your argument is)
- √ Persuasiveness (ability to sway the reader's opinion)
- √ Writing Style (organization, clarity, grammar, punctuation)

**Due Date: Date reflection paper is due for the topic of your choice**

**Culture Chest (10 points):**

- Choose a small box for your "culture chest."
- Place 5 items inside the box that represent the social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview or behavior, as you see them. These items might include photographs, drawings, words, 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 the box with 5 items that describe how you think others view your social identities and treat you based on these social identities.
- Your presentation should indicate how each of the items relates to a social group membership, for example "this symbol reflects my gender because..."
- Please try to be mindful of time while presenting your culture chest so others also have an opportunity to do so in a timely manner.

Criteria for Evaluation:

- √ Thoughtful contents inside the culture chest
- √ Thoughtful decoration of the outside of the culture chest
- √ Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership

**Due Date: 2/6 or 2/11**

**Social Justice Group Project and Action Plan (35 Points):**

During the course of this seminar, readings, lectures, and class discussions will touch on many pressing social justice issues. Students will indicate topic areas which are of interest to them. Students will be grouped with other students who have similar interests. Students will then work together to develop a social justice project and action plan based on this topic. The purpose of the project is to raise class/student awareness of social justice, diversity and power issues within populations and communities through a variety of methods, media and collaborations. Projects may be a research paper, photo essay or a video, a series of interviews or a survey. There is great deal of latitude; however, students must prepare a project proposal and meet with the professor to answer questions and provide details prior to approval. The approved proposal will serve as the specific criteria of the project. Students will submit updates throughout the semester that demonstrate progress towards achievement of the project as detailed in the proposal. Following the research/data collection phase of the project, students will develop a social action plan on their chosen topic that promotes social and economic justice with a micro, mezzo and macro level strategy with specific reference to how the social work profession can address and ameliorate the issue and associated problems. This can be an outline or a visual display such as a chart or diagram.

The project will assist you in:

- Integrating course content
- Sharpening your critical analysis skills
- Formulating a viable social action plan
- Seeing past the problems of individual clients by identifying and addressing the broader, structural factors that compromise the well-being of individuals, families, and communities
- Learning to work in a group setting

Criteria for Evaluation of Project:

- √ Clearly identifies and addresses a social justice issue
- √ Describes the prevalence and impact of the problem
- √ Communicates the complexities of the issue from an individual and structural perspective
- √ Connects and synthesizes course readings, discussions, and student development
- √ Adheres to the guidelines of the proposal approved by the professor
- √ Individual student contributions are evident in the final product

Criteria for Evaluation of Action Plan:

- √ Viability of action plan
- √ Identification of social work's role in the plan
- √ Format and presentation of the plan
- √ Individual student contributions are evident in final product

The instructor reserves the right to award differentially weighted grades on the group project based on the contribution of the group members to the social justice project and action plan. If an individual student's performance is consistently below par, students should set up a meeting with the instructor to discuss the situation.

**Description of Proposed Project: 2/13**

**Due Date: All documentation due by 4/29**

**Group Presentation (15 total points):**

The purpose of the presentation is to share information with your classmates that is important for social workers to know about the social justice issue your group has analyzed. Each group will present their social justice project and action plan. Groups can present using a PowerPoint presentation, a poster, or other method approved by the instructor. Groups will also provide a handout of their action plan and useful resources.

Criteria of Evaluation:

- √ Ability to captivate and educate your audience about the social justice issue
- √ Ability to provide an effective and convincing social action plan
- √ Presentation method that engages students in dialog about the social justice issue
- √ Extent to which you maximize your allotted time
- √ Individual student contributions are evident during presentation

**Due Date: 4/8, 4/10 or 4/15**

**Final Personal Statement (5 points):**

To demonstrate your learning over the course of the semester, as well as to integrate that learning into your future professional life, write a three page essay that answers the following questions:

1. How have you grown as an individual and a future social worker?
2. What were the most important lessons you learned through your participation in this course?
3. How did you challenge your previous attitudes and opinions?
4. What were the most difficult aspects of this course for you?
5. How will this course help you in your future profession as a social worker (discuss both micro and macro applications)?
6. What will be your contribution to the field of social work and how will you change the world? Has this changed from the beginning of the semester?

Criteria of Evaluation:

- √ Ability to demonstrate reflection and self-exploration.
- √ Ability to demonstrate professional growth as a social worker.
- √ Adherence to APA style guidelines.

**Due Date: 5/1**

**GRADING**

### Course Grades

Active Learning	10 pts.
Initial Personal Statement	5 pts.
Reflection Papers	10 pts.
Op-ed Piece	10 pts.
Culture Chest	10 pts.
Social Justice Group Project and Action Plan	35 pts.
Group Presentation	15 pts.
Final Personal Statement	5 pts.
<b>Total</b>	<b>100 pts.</b>

### Grading Scale

Beginning in the Fall of 2009, UT adopted a +/- grading scale for undergraduate students. Grades will be assigned according to the cumulative number of points the student has earned on the required assignments. The grading scale for this course is as follows:

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

### COURSE POLICIES

#### NASW Code of Ethics

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 consistent with social work values.

#### Respectful Discussion

Active and scholarly discussions are expected and welcome. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to fellow class members and respect differences in values, opinions, and feelings. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's race, class, gender, sexual orientation, religion, age or ability. Covert acts of disrespect, such as excluding class members from discussions or activities, are also unacceptable.

#### Attendance and Participation



Students will receive ten points for active learning, including class attendance and participation. Students are expected to attend all classes, prepare for each session by reading the materials assigned for that date before coming to class, and participate in class discussions, exercises, etc. Attendance will be taken every class period and it is the student's responsibility to be sure to sign the class attendance sheet. A student may miss two classes without penalty. For each additional unexcused class missed, two points will be deducted from their active learning grade. Students missing several classes will be asked to meet with the instructor to discuss their attendance. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen emergency. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent.

### **Late Assignments**

Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergency. In these extenuating circumstances, contact the instructor on the due date to discuss options for submitting the assignment. Otherwise, five percent per day (including weekends) will be deducted from the grade for each day the assignment is late.

### **Incompletes**

Only in documented emergency situations will a grade of X (incomplete) be assigned for the course. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed. It is the student's responsibility to contact the instructor to make arrangements for an incomplete grade.

### **Requirements for Written Assignments**

The instructor will evaluate your writing on the basis of content, format, and writing style (organization, clarity, grammar, etc.). Assignments should be turned in without errors in spelling, punctuation, or grammar. All written assignments must be typed, double-spaced, and formatted in accordance with the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.).

You can access a copy of the APA manual from the libraries or from the LRC. If you would like to purchase a copy of the manual, you can do so on the APA website (<http://www.apastyle.org/products/>) or at local bookstores. If you are unfamiliar (or need a refresher) with APA style, you can also complete a free on-line tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>. Your professor will also assist with the organization (not grammar) of your paper by appointment two weeks prior to the assignment due date.

### **Blackboard**

The Blackboard site available for this class will be used for e-mail, announcements, course readings, grade postings and other functions. Class e-mail rosters are a component of these sites. Students who do not want their names included in these electronic rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>. Students that need support in using Blackboard can call the ITS Help Desk at 475-9400.

### **Course and Instructor Evaluation**

Students will have two formal opportunities to evaluate the quality of the course and instruction. Mid-way through the course students will be asked to provide an anonymous evaluation about the first half of the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to contact the instructor to discuss the quality of the course and instruction and suggest changes that will facilitate their learning.

## **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>.

*Not all issues can be handled appropriately on email. Students that wish to discuss concerns about their performance, grades, an assignment, or other more complex matters need to attend the instructor's office hours or make an appointment.*

### **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 SCHEDULE**

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
Week 1 1/14	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Class Agreements</li> </ul>	Syllabus	
1/16	<ul style="list-style-type: none"> <li>• Social Justice &amp; Social Work</li> </ul>	NASW Code of Ethics Galambos (2008)	
Week 2 1/21	<b>CELEBRATE MARTIN LUTHER KING JR. DAY</b>		
1/23	<ul style="list-style-type: none"> <li>• Power, Privilege &amp; Oppression</li> <li>• Structural Issues</li> </ul>	Adams (2010), pp. 2-45	Initial Personal Statement Reflection Paper <i>Sign up-culture chest date</i>
Week 3 1/28	<ul style="list-style-type: none"> <li>• Conceptual Frameworks &amp; Theoretical Perspectives</li> </ul>	Mullaly (2007) pp. 298-303 Waller (2001), pp. 292-294 Payne (2005), Ch 10 Ortiz (2010) McPhail (2003)	

1/30	<ul style="list-style-type: none"> <li>• Culture, Identity &amp; Social Construction</li> <li>• Intersectionality</li> </ul>	Adams (2010), pp. 45-58 Collins (1998)	Reflection Paper <i>Sign up-group project topics</i>
Week 4 2/4	<ul style="list-style-type: none"> <li>• Allies &amp; Critical Consciousness</li> </ul>	Cipolle (2010) Broido (2005)	
2/6	<ul style="list-style-type: none"> <li>• Presentations: Culture Chests</li> </ul>		Reflection Paper Culture Chest
Week 5 2/11	<ul style="list-style-type: none"> <li>• Presentations: Culture Chests</li> </ul>		Culture Chest
2/13	<ul style="list-style-type: none"> <li>• Race and Racism</li> </ul>	Adams (2010), Section 2 Higginbotham (2011) Reason (2005)	Reflection Paper One paragraph social justice group project plan due
Week 6 2/18	<ul style="list-style-type: none"> <li>• Race and Racism</li> <li>• White Privilege</li> </ul>	Jensen (2005)	
2/20			Reflection Paper
Week 7 2/25	<ul style="list-style-type: none"> <li>• Gender and Sexism</li> </ul>	Adams (2010), Section 5	
2/27			Reflection Paper
Week 8 3/4	<ul style="list-style-type: none"> <li>• Class and Classism</li> </ul>	Adams (2010), Section 3	
3/6			Reflection Paper <i>Sign up- presentation date</i>
Week 9 3/11	<b>ENJOY SPRING BREAK!</b>		
3/13			
Week 10 3/18	<ul style="list-style-type: none"> <li>• Heterosexism, Homophobia &amp; Transgender Oppression</li> </ul>	Adams (2010), Sections 6 & 7	
3/20			Reflection Paper
Week 11 3/25	<ul style="list-style-type: none"> <li>• Religion and Religious Oppression</li> </ul>	Adams (2010), Section 4	
3/27			Reflection Paper
Week 12	<ul style="list-style-type: none"> <li>• Ability and Ableism</li> </ul>	Adams (2010), Section 8	

4/1			
4/3	<ul style="list-style-type: none"> <li>• Age and Ageism</li> </ul>	Adams (2010), Section 9	Reflection Paper
Week 13 4/8	<ul style="list-style-type: none"> <li>• Two Group Presentations</li> </ul>		Presentations
4/10	<ul style="list-style-type: none"> <li>• Two Group Presentations</li> </ul>		Presentations
Week 14 4/15	<ul style="list-style-type: none"> <li>• Two Group Presentations</li> </ul>		Presentations
4/17	<ul style="list-style-type: none"> <li>• Human Rights Perspective</li> </ul>	Lum (2011) Ch. 3	
Week 15 4/22	<ul style="list-style-type: none"> <li>• Visions &amp; Strategies for Change</li> <li>• Alliance Building</li> <li>• Resistance to Oppression</li> </ul>	Adams (2010), pp. 599-615	
4/24	<ul style="list-style-type: none"> <li>• <b>No Class-Work Day to Finish Group Project</b></li> </ul>		
Week 16 4/29	<ul style="list-style-type: none"> <li>• Guest speaker</li> </ul>		Documentation for Social Justice Group Project
5/1	<p><b>LAST DAY OF CLASS</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Looking Forward</li> </ul>	<p><b>ENJOY SUMMER BREAK!</b></p>	Final Personal Statement