

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

Course Number: SW 325	Instructor: Susan M. De Luca, Ph.D.
Unique Number: 62650	Semester: Fall 2012
Class Time: Monday & Wednesday 9:30am – 11am	Class Location: SSW 2.118
Office Hours: Monday 12:00pm - 2:30pm or by appointment	Office Location: 3.130L
Instructor Email: sdeluca@austin.utexas.edu	

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

TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. This means that student and teacher are mutually responsible in terms of the learning process. Course content will be geared to social work practice. 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. The primary methods of instruction include: interactive lectures, reading assignments, class discussions, group and out-of-class exercises, and student presentations.

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.

Lum, D. (Ed.). (2011). *Culturally Competent Practice: A framework for understanding diverse groups and justice issues*. Belmont, CA: Brooks/Cole Cengage Learning. (Chapters 2 & 3 only)

The Adams text can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>. To purchase Chapters individually of the Lum text, go to www.cengage.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, 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; a position paper; a culture chest grade; a group critical analysis paper; 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):

The BSW 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. 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. ***Please turn in your active learning contract points with a two-sentence explanation as to why you have earned those points the week of December 3rd.***

Expectations: Class Participation

- 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.
- 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 process.
- 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. If you have any questions or concerns about this requirement, please talk to the instructor early in the semester.

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, discussion and class participation.
- √ Degree to which your communication is relevant and adds to class discussion.
- √ Attendance: students are expected to attend all classes.
- √ Punctual arrival to class.
- √ Adherence to the NASW Code of Ethics (included in the required readings).

Expectations: Current Events and Discussion

- View at least one national or international news source each week.
- Select news items relevant to course material.
- Summarize the news item and present one or two discussion questions to the class at least five times during the semester.

Criteria for Evaluation:

- √ Selection of relevant news items.
- √ Ability to effectively summarize the issue reflected in the news item.
- √ Presentation of thought-provoking discussion question(s).

Based on 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? (if not a social work students, please answer according to your own major)
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: 9/5

Reflections (10 points total - 1 point for each reflection):

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:

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

Due Dates: 9/5, 9/12, 9/19, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14

Position Paper (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 a position paper 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. A position paper is a formal paper in which you present an argument using the specified format. 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.

Guidelines for Writing Position Papers:

Before writing your position paper, reflect on the readings for your selected topic. Then choose one issue discussed in the readings and articulate your position related to that issue. The position paper is a five-page assignment.

Follow this format:

- Briefly identify the reading you are writing about;
- State the specific topic you are responding to;
- State your position (remember position papers are not a summary of the reading, but your response to issues raised in the reading);
- Support your position with evidence. You may draw supporting evidence from other course readings, professional and scholarly literature, as well as personal and professional experience.
- You must include at least 3 sources from the professional/scholarly literature.
- Cite all sources used and include a reference page following APA style guidelines.

Criteria for Evaluation:

- √ Format (whether you have followed guidelines described above)
- √ Content (how clear and convincing your argument is)
- √ Persuasiveness (ability to sway the reader's opinion)
- √ Writing Style (organization, clarity, grammar, punctuation)
- √ Adherence to APA style guidelines.

Sign Up for Topic: 9/5

Due Date: At the beginning of the final class designated to address your selected topic.

Culture Chest (10 points):

- Choose a small box for your "culture chest."
- Place 5 items inside the box 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 the box with 5 images (e.g., pictures, drawings, words or phrases) 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 (3 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 (4 points)

Sign Up for Date: 9/5

Due Date: 9/24, 9/26, depending on which date you signed up for

Group Critical Analysis and Social Action Paper (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 that are of interest to them. Students will be grouped with other students who have similar interests. Students will then work together to develop a critical analysis and social action paper based on this topic. Excluding the title and reference pages, the length of the paper should be no less than 15 pages and no more than 20 pages.

On **10/17**, each group is required to submit a one-paragraph summary describing the topic of their proposed paper. The instructor will provide feedback on the topic regarding scope and feasibility.

The purpose of the paper is to:

- Assist in integrating 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 problems of individual clients by identify and addressing the broader, structural factors that compromise the well-being of individuals, families, and communities
- Give you an opportunity to work in a group setting

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. You must conduct a literature search and cite at least 10 scholarly articles on the topic.
- Theoretical Framework:** Identify a theory or theories that provide an explanation and understanding of the social issue, or hint of a possible solution.
- 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? (e.g., How prevalent is it? What is its impact?)
 - What are the relevant arguments regarding the topic? (e.g. What are the arguments for or against it?)
 - Who is presenting this evidence? What perspective are they coming from?
 - Is there evidence that is being omitted from either the argument or the counter argument?
 - How might this problem be addressed if it were viewed as an intrapersonal problem?
 - How might this problem be addressed if it were viewed as a structural, societal problem?
- f. **Social Action Plan:** Based upon your critical analysis of the problem, outline a comprehensive social action plan that covers micro, mezzo and macro level change.

Criteria for evaluation:

- √ Coherent description of the problem
- √ Description of the prevalence and impact of the problem
- √ Quality of synthesis of the relevant literature
- √ Quality of critical analysis, including balanced discussion of opposing viewpoints
- √ Clarity and viability of social action plan
- √ Adherence to APA style guidelines

The instructor reserves 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, students should set up a meeting with the instructor to discuss the situation.

Sign Up for Topics: 9/12

Description of Topic: 10/17

Due Date: 12/3

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 as though they are at a professional conference. They can present using a PowerPoint presentation or a poster. The presentation should summarize the information covered in their Critical Analysis paper and should include the following sections:

- The social justice issue defined, including prominent proponents and opponents
- Existing theory and relevant research
- Social action plan

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
- √ Quality of the presentation
- √ Extent to which you maximize your allotted time

Sign Up for Presentation Date: 10/17
Due Date: 11/19, 11/21, 11/26

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: 12/5

GRADING

Course Grades

Active Learning	10 pts.
Initial Personal Statement	5 pts.
Reflections	10 pts.
Position Paper	10 pts.
Culture Chest	10 pts.
Group Critical Analysis and Social Action Paper	35 pts.
Group Presentation	15 pts.
Final Personal Statement	5 pts.
Total	100 pts.

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

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.

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 8/29	<ul style="list-style-type: none"> • Introductions • Course Overview • Review of Syllabus & Course Requirements • Class Agreements 		
Week 2 9/3	LABOR DAY	ENJOY!!	
9/5	<ul style="list-style-type: none"> • Power, Privilege & Oppression • Structural Issues • Social Justice & Social Work 	Adams (2010), pp. 2-45 NASW Code of Ethics Galambos (2008) Scanlon (2001)	Initial Personal Statement Reflection <i>Sign up-position paper topic</i> <i>Sign up-culture chest date</i>
Week 3 9/10	<ul style="list-style-type: none"> • Definitions • Conceptual Frameworks & Theoretical Perspectives 	Lum (2011) Ch. 2 Mullaly (2007) pp. 298-303 Waller (2001), pp. 292-294 Payne (2005), Ch 10 Ortiz (2010)	

9/12		McPhail (2003)	Reflection <i>Sign up for group paper topics</i>
Week 4 9/17	<ul style="list-style-type: none"> • Culture, Identity & Social Construction • Intersectionality • Allies & Critical Consciousness 	Adams (2010), pp. 45-58 Appleby (2001), Ch. 2 Collins (1998) Cipolle (2010) Broido (2005)	
9/19			Reflection
Week 5 9/24	<ul style="list-style-type: none"> • Presentations: Culture Chests 		Culture Chest
9/26	<ul style="list-style-type: none"> • Presentations: Culture Chests 		Culture Chest
Week 6 10/1	<ul style="list-style-type: none"> • Race and Racism 	Adams (2010), Section 2 Higginbotham (2011), pp. 7-27, 51-61 Reason (2005) Marable (2004)	
10/3			Reflection
Week 7 10/8	<ul style="list-style-type: none"> • Gender and Sexism 	Adams (2010), Section 5 McPhail, (2008) Higginbotham (2011), pp. 223-227 Blood et al. (1983), pp. 181-185 Adams (2010), pp. 181-185 Ferguson (2010)	
10/10			Reflection
Week 8 10/15	<ul style="list-style-type: none"> • Sexual Orientation, Heterosexism, Homophobia & 	Adams (2010), Sections 6 & 7 Williams (2000)	

10/17	Transgender Oppression	Szymanski (2005) Evans (2005) Willis (2004)	Reflection One paragraph description from each group of proposed topic for the Critical Analysis paper. <i>Sign up-group presentation date</i>
Week 9 10/22	<ul style="list-style-type: none"> Class and Classism 	Adams (2010), Section 3 Langston (1992) Kochlar (2011), pp. 3-8	Reflection <i>Students complete mid-term evaluation</i>
10/24			
Week 10 10/29	<ul style="list-style-type: none"> Religion and Religious Oppression 	Adams (2010), Section 4 III&E (n.d.) Schlosser (2003) Poynting (2006) Grossman (2010)	Reflection
10/31			
Week 11 11/5	<ul style="list-style-type: none"> Ability and Ableism 	Adams (2010), Section 8 Orlin (1995) Solis (2006)	Reflection
11/7	<ul style="list-style-type: none"> Age and Ageism 	Adams (2010), Section 9 Finn (1998) Nelson (2005)	
Week 12 11/12	<ul style="list-style-type: none"> Human Rights Perspective Critical Thinking 	Lum (2011) Ch. 3 Mumm (1997)	Reflection
11/14	<ul style="list-style-type: none"> Work on Group Projects in class 		

Week 13 11/19	<ul style="list-style-type: none"> Two Group Critical Analysis and Strategic Action Presentations 		Presentations
11/21	<ul style="list-style-type: none"> Two Group Critical Analysis and Strategic Action Presentations 		Presentations
Week 14 11/26	<ul style="list-style-type: none"> Two Group Critical Analysis and Strategic Action Presentations 		Presentations
11/28			
Week 15 12/3	<ul style="list-style-type: none"> Visions & Strategies for Change Alliance Building Resistance to Oppression 	Adams (2010), pp. 599-615 Mullaly (2007), pp. 352-363	Critical Analysis and Social Action Paper
12/5	<p>LAST DAY OF CLASS</p> <ul style="list-style-type: none"> Wrap-Up Reflection Looking Forward 	<p>ENJOY WINTER BREAK!</p>	Final Personal Statement

BIBLIOGRAPHY

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