

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

Course Number: 381 S

Unique Number: 61445

Semester: Fall, 2018

Meeting Time: Fridays 8:30 a.m.-11:30 a.m.

Classroom: SSW 2.122

Instructor's Name: Dr. Michele A. Rountree

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Office Hours: Fridays 8:00 a.m. – 8:30 a.m.,  
11:30 a.m., 2:00 p.m. or by appointment

**Foundations of Social Justice: Values, Diversity, Power & Oppression**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is based on the following assumptions: 1) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences 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. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course students will be able to:

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, intervention, and research;
2. Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations globally, as well as those prevalent in the southwestern region of the United States;
3. Understand the social construction of race and ethnicity, gender, and sexual orientation;
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices and,
5. Assess the impact of discrimination (e.g. racism, sexism, homophobia) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice.

**EPAS Competencies**

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

**Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:**

**Competency 2: Engage Diversity and Difference in Practice**

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

**III. TEACHING METHODS**

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text, and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro and macro level practice is irrelevant to the student who gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as 1.) creating a safe learning environment that 2.) allows for the sharing of ideas, in-depth critical analysis and integration of the material.

**IV. REQUIRED TEXTS AND ASSIGNED READINGS**

Required Text:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (2013). (3rd Ed.). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York: Routledge.

Friere, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

Texts can be purchased at University Co-op, 2246 Guadalupe, 512-476-7211, website: <http://www.universitycoop.com>.

Required Readings:

The readings are posted on Canvas according to week. The instructor reserves the right to provide and/or assign additional reading to supplement the texts and reader

## V. COURSE REQUIREMENTS

Active Learning Contract: Cooperative, Active, Student-Directed Learning (12 points)

The M.S.S.W. program is a concentrated and 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. Instructor will award half of the active learning points based upon observation, and students, based upon their own individual assessment, will award themselves the remaining points. *Turn in your active learning contract points including a 2 sentence explanation as to why you have earned those points on 12/7.* Students will be required to attend one out-of-class event (e.g., visit the LBJ library on campus, relevant event offered on campus or the community) and verbally share with the class the events significance to diversity and social justice. A social justice assessment will be administered at the end of the semester to ascertain the student comprehension and integration of the material. The performance on assessment will be integrated into the active learning grade.

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:

- Evidence that you have reflected upon and integrated material learned via readings, class and field.
- Degree to which your communication is relevant.
- Evidence that you are present (mind body, and spirit).
- Attendance, students are expected to attend all classes.
- Arrival on time.
- Adherence to the NASW Code of Ethics (included in required reader).

Personal Statement (10 points); Due: 9/7

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

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

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

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

Criteria of Evaluation:

- Timely completion of the assignment
- Adherence to the Manuscript Guidelines (attached).

Reflections on the Readings (9 points - 1 point for each reflection piece); Due: 9/7, 9/14, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 12/7

The reflections are your opportunity to use writing to integrate the course readings and clarify your thoughts before you write your position papers described below.

Follow these steps:

- Read the assigned readings for the week.
- Reflect on what you have read.
- Write your thoughts, opinions, feelings related to the issues raised in the readings.

1 page, typewritten, double-spaced, with 1 inch margins. Headings for each reflection should appear left aligned as shown below:

Last Name, First Name/Date/Reflection # (1-9)

Criteria for Evaluation:

- Relevance to readings
- Clarity and timely completion of the assignment (late reflections will not be accepted)
- Adhere to the Manuscript Guidelines (attached)

Position Papers (9 points- 1 point for each position piece); Due: 9/7, 9/14, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 12/7

The readings cover many controversial social issues related to diversity, power and oppression that impact the lives of your clients and their respective communities. Writing Position Papers will challenge you to critically evaluate and respond to ideas presented in the readings. As advocates for your clients, and as agents for social change, you will need to identify and be able to effectively argue your position on controversial issues.

*Reflections* on the readings is an informal assignment for the purpose of integrating the reading with your own ideas/experiences and to assist you in clarifying your thinking. A position paper is a formal paper in which you present an argument using a specified format.

Guidelines for writing Position Papers:

Before writing your position paper, reflect on the readings. Then choose one issue discussed in the reading and articulate your position related to that issue.

Follow this format:

- Briefly identify the reading you are writing about;
- State the author's position to which you are responding (include page #);
- State your position (remember Position Papers are not a summary of the reading, but your response to issues raised in the readings);
- Support your position with evidence. You may draw supporting evidence from scholarship, personal and professional experience.
- Cite the American all sources Psychological used and include Association, a reference 6th Edition).
- Include a reference page of all cited literature.
- 1 page, typewritten, double-spaced, with 1 inch margins.
- Headings for each section should appear left aligned as shown below:

Last Name, First Name/Date/Position Paper # (1-9)

Criteria for Evaluation:

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

Culture Chest (10 points); Due: 9/21

- Choose a small box for your "culture chest." Place inside, 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world.
- Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) and/or have treated you based on these social identities.

Criteria for evaluation:

- Thoughtful contents inside the culture chest (4 points)
- Thoughtful decoration of the outside of the culture chest (3 points); and
- Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (3 points).

### Group Assignment: Critical Analysis and Strategic Action Paper (30 Points): Due 12/7

During the course of this seminar, the readings, lectures, videos, and class discussions have touched on many pressing social justice issues. The purposes of the paper are to:

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

At a minimum, excluding the title and reference pages the length of the paper should be no less than fifteen pages and no more than twenty pages. On 10/12, the groups are required to pass in to the instructor a one paragraph summary describing the topic of the paper. An interview of either someone impacted by this issue, member of a coalition or a professional intricately involved with the issue needs to be conducted and the results of the interview conducted and the results of the interview integrated into both the paper and presentation. Your paper should include the following sections;

- a. Abstract: Overview of what the reader can expect to be covered in the paper.
- b. Statement of Purpose: Define the problem, including who is impacted and how.
- c. Literature Review: Integrate and summarize the existing literature on this social issue. At a minimum, you must search the Social Science Abstracts and cite at least 10 scholarly articles on the topic. Discuss theory or theories that assist in the understanding of the social justice issue.
- d. Critical Analysis of the Problem: Evaluate the credibility of the evidence presented in the literature review by addressing the following critical questions:
  - What is the evidence that the problem is really a cause for societal concern?
  - Who is presenting this evidence? Where are they coming from?
  - What evidence is being omitted from both argument and counter argument?
  - How does this make sense in an ecosystemic context?
  - How might this problem be assessed or addressed if it were viewed as a intrapersonal problem?
  - How might this problem be assessed and addressed if it were viewed as a structural, societal problem?
- e. Strategic Action Plan. Based upon your critical analysis of the problem, outline a social action plan on a micro, mezzo and macro level (praxis).
- f. Criteria for evaluation:
  - Coherent description of the problem.
  - Quality of synthesis of relevant literature.
  - Quality of critical analysis, including balanced discussion of opposing viewpoints.
  - Clarity and viability of social action plan.
  - Conformity to Manuscript Guidelines (attachment).

Poster Session & Handouts (20 points); Due: 11/16, 11/30

*Posters & Presentation (15 of the 20 points)*

The purpose of the poster session is to share with your classmates information that is important for social workers to know about the social justice issue you have analyzed. Just as you would in a professional conference poster session, you will prepare a poster (3-Fold/36" high/48" wide [ unfolded]) with print and graphics highlighting the findings from your paper. The poster should have 3 sections:

- Left Panel: The Social Justice Issue Defined
- Middle Panel: Existing theory and scholarly literature, including prominent proponents and opponents.
- Right Panel: Social Action Plan

Criteria of Evaluation:

Your poster session will be evaluated based on the extent to which you maximize the medium of verbal/non-verbal communication, visual presentation to captivate and educate your audience about the social justice issue and how it might be addressed.

*Handouts (5 of the 20 points)*

The purpose of this assignment is to share what you have learned and to educate your colleagues about the social justice issue. Present a 1 page 2- sided handout and bring copies for the class and instructor.

- Front: a description of the social justice issue along with proper citations of the scholarly literature.
- Back: an annotated bibliography of the 10 most useful sources related to this issue (include APA style reference with a 2-3 sentence summary of the article).

Criteria for Evaluation:

Your handout will be evaluated based on:

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

**VI. GRADES**

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

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

## **VII. University and School Notices and 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 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. 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.

**Unanticipated distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks 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 Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

**Use of Class Materials:** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. Do not upload course materials or share them electronically without the express permission of the course instructor.

**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/>.

**Campus Carry.** Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

**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, 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.

**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, agency-based field 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 Liaison for the SHSSW, 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>.

**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.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- 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.**

**IX. COURSE SCHEDULE.** Complete reading assignment for each date before coming to class.

<b>DATE</b>	<b>DESCRIPTION</b>	<b>ASSIGNED READING</b>	<b>ASSIGNMENT DUE</b>
Week 1 8/31	Introductions Overview: Course Themes In-Class Exercises Course Requirements	<b><u>CANVAS:</u></b> Syllabus NASW Code of Ethics Lum Chapter 12 Asian Americans	
Week 2 9/7	Labeling Cycle of Socialization Common Ground In-Class Group Exercises Power, Privilege & Oppression: Conceptual Frameworks and Theoretical Perspectives In-Group Exercise	<b><u>TEXT:</u></b> Adams et al. (2013), 3 <sup>rd</sup> edition pp. 1-21 Friere (1970), Chapter 1 <b><u>CANVAS:</u></b> Lum Chapter 9 Native Americans Anderson (July, 2018), A14 Appelbaum (2015), E1/E6 Beck (2015), D2 Chang (2017), B1, B3 DeParle (2012), A5 Friere (1990), 3-9. Galambos (2008), pp. 1-5 Hartocollis, Harmon, Smith (2018), A1, A10 Jensen (1998), 1-3. Jensen (1998 follow-up), 1-3 McIntosh (1988), 94-105. Pershing (2010), A12 Staff & Wire Reports (2017), B1, B4 Wilson (2017), B6 Yaccino (2012), A7 Venkataramani (2017)	Personal Summary Reflection Position Paper
Week 3 9/14	Cultural Norms, Values & Role Expectations related to Identity and Oppression Cross-Cultural Empathy In-Group Exercise	<b><u>TEXTS:</u></b> Adams et. al (2013), 3rd ed., pp. 21-56 Friere (1970), Chapter 2 <b><u>CANVAS:</u></b> Cobler (2018), A1, A7 Delgado-Romero (2003), pp.119-125. Drew (2017), A15. Hafner (2012), A7 Haurwitz (2017), B1 Collins (2015), 1-20. Jankowski & Findell (2017), B1, B5. Jankowski (August, 2018), B1, B5 Lum Chapter 10 African Americans Kang & Sewell (2017), A1, A5 Krentzman (2008), pp. 7-31. Locklear (2012), pp. 152-159 Okonofua (2016), 381-398. Paquette (2017), E1, E4 Parker (2018) B5 Schwartz (2017), A1, A6 Staff and Wire Reports (August, 2018). A11	Reflection Paper Position Paper

		Teunis (2007) , pp.263-275 Waller (2001), 290-297 Young (2017), 217-235	
Week 4 9/21	Multiple Social Identities Presentation: Culture Boxes		
Week 5 9/28	Resilience Theory Specific Identity Constructs & Populations-at Risk: Race & Racism	<p><b>TEXT:</b> Adams (2013), (3<sup>rd</sup> Edition), pp. 65-139 Friere (1970), Chapter 3</p> <p><b>CANVAS:</b> Bonds (2016), 715-733 Bronson (2009), pp.1-9. Chang (2017), A1, A7 D'Angelo (2009) Durkin Richer (2017) , A2 Goldstein (2017) , B1 Healy (2017), A23 Huber (May, 2018), B3 Jankowski (2017), B1, B4 Jankowski (July, 2018), A1, A16 Lum Chapter 11 Latinos KII (2012), 663-677 Long (July 13, 2018) Lyman (2017) A13 Merchant &amp; Perez (July, 2018), A1, A6 Miller (2008) Payne (2015), 539-564 Root (2000), pp. 628-639 Sereczynki (2016), 422-445 Stewart (2012), pp. 11-27. Stockman (July, 2018), A11 Tavernise (2013), A2 Turney (2017), 361-389 Wan &amp; Kaplan (2017), E1, E4 Zetzer (2005), pp.3-16</p>	Reflections Position Paper
Week 6 10/5	Specific Identity Constructs & Populations-at Risk: Gender & Sexism	<p><b>TEXT:</b> Adams (2013) (3<sup>rd</sup> Edition), pp. 317-371 Friere (1970), Chapter 4</p> <p><b>CANVAS:</b> Alonso-Zaldiva &amp; Colvin (May, 2018), A3 Angier (2005), pp.1-5. Auster (2012), 375-388 Batrawy (2012), A4 Beach (August, 2018), A14 Blood et al. (1983), pp. 181-187. Ferguson (2010), pp. A1, A6 Golash-Boza (2016), 38-43 Hawkins (2017), A12 Ibarra (2013) Ingraham (2017), A6 Joseph (2018), A18</p>	Reflection Position Paper

		<p>Mirsa (2014), 1281-1295  Sengupta (2017), A8  Sojo (2015), 10-40.  Szymanski (2005) , pp. 355-360.  Whelan (July, 2018), A8</p>	
<p>Week 7  10/12</p>	<p>Specific Identity Constructs &amp; Populations-at Risk: Sexual Orientation, Heterosexism, Homophobia &amp; Transgender Oppression</p>	<p><b>TEXT:</b>  Adams (2013), (3<sup>rd</sup> Edition) pp. 373-459  <b>CANVAS:</b>  Agren (2010), A1  Associated Press (May 26, 2013), C10  Baams (2015), 688-696.  Bearak,(2010), A4  Brennan (2012), 1751-1757  Buffie (2011), pp. 986-990  Carmel (2016), 44-48  Gartrell (2005), pp. 518-524.  Goodstein (1/10/2013), A4  Lai &amp; Bodeen (2017) , A4  Richard (2015), 421-435  Safer (2016), 168  Snapp (2015), 57-82</p>	<p>Reflection  Position Paper</p>
<p>Week 8  10/19</p>	<p>Specific Identity Constructs &amp; Populations-at-Risk: Ableism &amp; Ageism</p>	<p><b>TEXT:</b>  Adams (2013) , 3<sup>rd</sup> edition, pp. 461-534, 535-588  <b>CANVAS:</b>  Associated Press (2013)  Bennett (2004)  Bradshaw (2018), B1, B6  Haight (2016), 235-243  He (2016),  Hinrichsen (2010), 735-743  Huang (2012), pp. 1-8.  Hughes (2008), pp. 1-3.  Jordan (2010), A3  Kahn (2014), 885-910.  Kirchner (2008), pp 349-352.  Lindell (2012) , B1, B4  May (2005)  Nelson (2005), pp. 207-218.  Porter (2014), 19-32  Schuldberg (2005), pp. 441-455.  Skira (2015), 63-93  Solis (2006), pp.146-153.  Stobbe (2013), pp. A5</p>	<p>Reflection  Position Paper</p>
<p>Week 9  10/26</p>	<p>Specific Identity Constructs &amp; Populations-at Risk: Religion</p>	<p><b>TEXT:</b>  Adams (2013), 3<sup>rd</sup> edition, pp. 229-315  <b>CANVAS:</b>  Herf (2007), pp. 575-600.  Hijab Brochure</p>	<p>Reflection  Position Paper</p>

		Hui (2013),A2 Qullantan (August, 2018), B1, B3 Schlosser (2003), 44-51	
Week 10 11/2	Specific Identity Constructs & Populations-at Risk: Class, Classism	<b>TEXT:</b> Adams (2013), 3 <sup>rd</sup> edition, pp.141-228 <b>CANVAS:</b> Bhattaral (August, 2018), A2 Carter (2015), 436-456 Cerojana (2013), D7 Chang (July, 2018), A1, A14 Clark (2016), 85-102 Daley (2013), A12 Dewan (August, 2018), A15 D’Innocenzio (2015), A15 Fitzsimmons (August, 2018), A11 Hammond (2015) Hill (2017), 1-6 Koku (2015), 592-604 Long & Shapiro (2018), F1, F8 Lozano (2018), B1, B3 Pierre-Louis (August, 2018), A14 Pitt & McFetridge (August, 2018) Saez & Zucman (2016), pp. 519-578 Rhine (2003), 146-157 Wheelock (2005), 82-90.	Reflection Position Paper
Week 11 11/9	<b>NO CLASS: GROUPS WORK ON FINAL PAPER AND PRESENTATIONS</b>		
Week 12 11/16	Critical Analysis and Strategic Action Poster Presentations		
Week 13 11/23	<b>HOLIDAY</b>	<b>ENJOY!</b>	
Week 14 11/30	Critical Analysis and Strategic Action Poster Presentations		
Week 15 12/7	Resistance to Oppression Student Reflections	<b>TEXT:</b> Adams (2013), (3 <sup>rd</sup> Edition), 589-645 <b>CANVAS:</b> Broido & Reason (2005), 17-28. Diaconescu (2015), 57-63 Evans (2005), pp.43-54. hooks (1995), pp. 263-272. Kivel (1996), pp. 224-227. Langston (1992), pp. 110-121. Pittelman (2005) Reason, Scales, Millar (2005), pp. 55-66. Smith & Redington(2010). pp. 541-549. Wagaman (2015) Williams (2000), pp. 509-517.	Reflections on Readings Position Paper Critical Analysis & Strategic Action Paper  <i>Turn in your active learning contract points with a 2 sentence explanation as to why you have earned<sup>those</sup> points.</i>

		History of Social Justice Movements: Racism Ableism Heterosexism Sexism	
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