

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

<b>Course Number:</b>	SW 381S	<b>Instructor:</b>	Dr. Michele A. Rountree
<b>Unique Number:</b>	61560	<b>Email:</b>	mroundtree@austin.utexas.edu
<b>Semester:</b>	Spring 2021	<b>Office:</b>	3.122E
<b>Meeting Time:</b>	Tuesdays 5:30p.m.-8:30p.m.	<b>Office Phone:</b>	512-471-7160
<b>Meeting Place:</b>	SSW 2.132	<b>Office Hours:</b>	Tuesdays, Virtual Zoom 12:00-1:00 p.m. Tuesdays, In-Office 4:30-5:30 Other time by appointment

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

**I. STANDARDIZED COURSE DESCRIPTION**

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2.) professional social work ethics and values demand culturally competent practices; 3.) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4.) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

**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**

I am *passionate* about teaching. My teaching philosophy is guided by the belief that teaching is a *partnership* between the instructor and the student in a mutual commitment to the learning process and the capacity building necessary *to serve others*. My responsibility as a social work educator is to ensure that students are prepared to serve clients and communities, particularly those populations relegated to the margins. This sense of responsibility drives how I develop my syllabus, identify assigned readings, develop lectures, and how I integrate experiential exercises to maximize student confidence levels and competencies.

*For me teaching is a privilege not a right. What greater professional legacy can there be?* The social work profession is a versatile discipline. I committed to the building of student capacities knowing my impact will extend to the lives of those they touch and in their efforts to disrupt inequitable systems. My students are often struck by how I start class time on time, above all else I am eager to interact with them, interested in engaging in the depth of critical thinking and in the discussions of how these ideas relate to the world we live in. They are amazed I take the time to learn all their names as a modeling strategy to ensure *that those they serve, who are often are unseen are genuinely felt, seen and heard.*

#### IV. REQUIRED TEXT AND MATERIALS

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Fourth Eds.). (2018). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York: Routledge.

Bunyasi, T.L., Smith, C. W. (2019). *Stay woke: A people's guide to making all Black lives matter*. New York: New York University Press.

The library does have electronic access to *Stay woke*. It can be accessed here: [https://search.lib.utexas.edu/permalink/01UTAU\\_INST/9e1640/alma991057941249006011](https://search.lib.utexas.edu/permalink/01UTAU_INST/9e1640/alma991057941249006011)

\*Only 3 people can access it at a time. With that in mind, I'd recommend that students use the Download PDF Chapter rather than Read Online or Download Book. That way, they can download individual chapters and keep the PDF for whenever they're ready to read the chapter and they're less likely to run into problems with everyone trying to access it at the same time. They'll have to wait a day or so before coming back to download the next chapter, but they can download the full book that way. You could also make those PDFs available to the class through Canvas. That is within the licensing permissions that we purchased along with this ebook.

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

<https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf>

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

Weekly readings can be accessed on Canvas.

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

#### V. COURSE REQUIREMENTS

Active Learning Contract (10 points):

Cooperative, Active, Student-Directed Learning

The M.S.W. program is a rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you; b.) aware of external or internal distractions keeping you from the "here and the now" purpose and successful completion of this course; and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning. The instructor will award half of the active learning points based upon observation, and students, based upon their own individual assessment, will award themselves the

remaining points. *Turn in your active learning contract points with a 2 sentence explanation as to why you have earned those points on 11/30.*

#### 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 on-line, small and large group discussions and experiential exercises.
- Participate in a professional manner with peers and instructor that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.

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

#### Criteria for Evaluation:

- √ Evidence that you have reflected upon and integrated material learned via readings, class, and virtual modes of learning.
- √ Degree to which your communication is relevant.
- √ Evidence that you are present (mind, body, and spirit).
- √ Attendance, students are expected to attend all classes.
- √ Arrival on time to class.
- √ Adherence to the NASW Code of Ethics (included on canvas week 1 module).

#### Personal Statement (7 points):

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

1. What life and work experiences have informed your decision to become a social worker (or your given field)? What makes you uniquely you?
2. What in particular present day either, locally, statewide, nationally or internationally has jazzed your spirit to pursue a socially just and equitable society?
3. How do your professional goals align with this pursuit for a socially just and equitable society?
4. What adjustments will you have to make to meet the academic challenges transitioning back into the classroom setting?
5. Please share with me any concerns you have regarding the semester. Share whether computer and/or internet access is a concern, anticipated need for flexibility with deadlines given caretaking or work responsibilities, commitment to managing mental health etc.

6. What resources (e.g., personal strengths, family/friend support, community support, etc.) will you draw upon to facilitate your success in the class and program? In what ways will you practice self-compassion and self-preservation towards yourself?
7. What resources (e.g., personal strengths, family/friend support, community support, etc.) will you draw upon to facilitate your success in the class and program? In what ways will you practice self-compassion and self-preservation towards yourself for your maintained personal nourishment?

Criteria of Evaluation:

- √ Timely completion of the assignment.

Due: 9/7

Reflections on the Readings (9 points total - 1 point for each reflection piece):

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

Follow these steps:

- Read the assigned readings for the week.
- Reflect on what you have read.
- Write **your** thoughts, opinions, feelings related to the issues raised in the readings.
- Reflections on the readings do not need a reference page, however in the text please let the reader know what assigned reading or culmination of themes of different assigned readings you are reflecting upon.

Criteria for Evaluation:

- √ Relevance to readings
- √ Clarity and timely completion of the assignment (late reflections will not be accepted)

Due: 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/26, 11/2, 11/30

Position Papers (9 total points - 1 point for each reflection piece):

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

*Reflections* on the readings is an informal assignment for the purpose of integrating the reading with your own ideas/experiences and to assist you in clarifying your thinking. A position paper is a formal paper in which you present an argument using a specified format. The importance of this assignment is for students to develop the capacity in identifying where they stand on an issue and to provide evidence to support their position.

### Guidelines for writing Position Papers:

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

Follow this format:

- Briefly identify the reading you are writing about;
- State the author's position to which you are responding (include page #);
- State your position (remember Position Papers are not a summary of the reading, but your response to issues raised in the readings);
- Support your position with evidence. You may draw supporting evidence from readings, from other professional, scholarly literature, personal and professional experience.
- Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition).
- Include a reference page of all cited literature.

### Criteria for Evaluation:

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

Due: : : 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/26, 11/2, 11/30

### Culture Chest (10 points):

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

### Criteria for evaluation:

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

Due: 9/21

### Group Assignment: Critical Analysis and Strategic Action Paper (35 Points)

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

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

At a minimum, excluding the title and reference page, the length of the paper should be no less than 15 pages and no more than 20 pages. On 9/28 groups are required to submit to the instructor a 1 paragraph summary describing the topic of the paper. **As the professor, I reserve the right to award differentially weighted grades on the group project based on the contribution of the group members to the paper and presentation. If an individual student's performance is consistently below par jeopardizing the quality of the overall group's work then the student will be graded accordingly.**

Your paper should include the following sections:

- a. Abstract: Provide a brief, comprehensive summary of the contents of the paper, it allows readers to survey the contents.
- 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.
- 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 an intrapersonal problem?
  - How might this problem be assessed and addressed if it were viewed as a structural, societal problem?
- e. Strategic Action Plan: Based upon your critical analysis of the problem, outline a social action plan (praxis) on a micro, mezzo and macro level.

Criteria for evaluation:

- √ Coherent description of the problem
- √ Quality of synthesis of relevant literature

- √ Quality of critical analysis, including balanced discussion of opposing viewpoints
- √ Clarity and viability of social action plan
- √ Adherence to manuscript guidelines (see attachment)

Due: 11/30

Group Critical Analysis and Strategic Action Powerpoint Presentation Session (20 points)

The purpose of the 40 minute (30 minutes presentation and 10 minute facilitate discussion/exercise engaging class with the issue) presentation is to share with your classmates information that is important to know about the social justice issue your group has analyzed. Just as you would in a professional conference poster session, your group will prepare a powerpoint presentation highlighting the findings from your paper. The powerpoint should include:

- The Social Justice Issue Defined
- Existing theory/research, including prominent proponents and opponents.
- Social Action Plan

Criteria of Evaluation:

Your 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.

Criteria for Evaluation:

Your handout will be evaluated based on:

- √ Clarity of description of the social justice issue.
- √ Whether the theorists included are the most salient theorists.

Handout

Due: 11/9, 11/16

**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



## **VII. University Policies**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

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

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**IX. COURSE SCHEDULE**

<b>DATE</b>	<b>TOPIC CLASS</b>	<b>ASSIGNMENT DUE</b>	<b>READINGS</b>
<b>Week 1</b> 8/31	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview: Course Themes</li> <li>• In-Class Exercise</li> <li>• Course Requirements</li> </ul> <p style="text-align: center;"><b>CANVAS MODULE 1</b></p>		<b><u>CANVAS FILES:</u></b> Syllabus
<b>Week 2</b> 9/7	<ul style="list-style-type: none"> <li>• Labeling</li> <li>• Cycle of Socialization</li> <li>• Common Ground</li> <li>• Class Group Exercises</li> </ul>	Personal Statement Reflection on Readings Position Paper	<b><u>TEXTS:</u></b> Adams et al. (2018), 4th edition pp. 1-26 Friere (1970), Chapter 1 Bunyasi & Smith (2019), pp. 1-47

	<p style="text-align: center;"><b>CANVAS MODULE 2</b></p>		<p><b><u>CANVAS FILES:</u></b> Abbott &amp; Marinovic, (2021) Acevedo (2021) Applebaum (2015), E1 E6 Beck (2015), D2 Buckley (2019) A1 A6 Downey (2021) Finan &amp; Asch (2020) Fernando (2021) Huddleson (2019) B4 Moreno (July 26, 2020), B3 Myer (2021) Korte (2020), A4 McIntosh (1988), 94-105 Stenhouse (2021)</p> <p><b><u>OPTIONAL READINGS:</u></b></p>
<p><b>Week 3</b> 9/14</p>	<ul style="list-style-type: none"> <li>• Power, Privilege &amp; Oppression: Conceptual Frameworks and Theoretical Perspectives</li> <li>• Cultural Norms, Values &amp; Role Expectations related to Identity and Oppression</li> <li>• Cross-Cultural Empathy</li> <li>• In-Group Exercise</li> </ul> <p style="text-align: center;"><b>CANVAS MODULE 3</b></p>	<p>Reflection on Readings Position Paper (5 ) Critical Analysis Topics of Interest</p>	<p><b><u>TEXTS:</u></b> Adams et. al (2018), 4th ed. pp. 27-64 Friere (1970), Chapter 2 Bunyasi &amp; Smith (2019), pp. 47-83</p> <p><b><u>CANVAS FILES:</u></b> Brindley (2021) Delgado-Romero (2003), pp.119-125. Einsberg, G. (2021) Hafner (2012), A7 Healy (2019), A1, A14 Magee (2021) Rosenberg (2019), A4 Thomas (2021) Waller (2001), 290-297</p>

			<b><u>OPTIONAL READINGS:</u></b>
<b>Week 4</b> 9/21	<ul style="list-style-type: none"> <li>Multiple Social Identities Presentation: Culture Boxes</li> </ul> <p style="text-align: center;"><b>CANVAS MODULE 4</b></p>	Culture Box Presentations	
<b>Week 5</b> 9/28	<ul style="list-style-type: none"> <li>Specific Identity Constructs and Populations at Risk: Race and Racism</li> <li>Community Efforts working Towards Social Justice: Alliance Building</li> </ul> <p style="text-align: center;"><b>CANVAS MODULE 5</b></p>	Group Paragraph Summarizing Narrowed Critical Analysis & Strategic Action Topic Reflections on Readings Position Paper	<p><b><u>TEXT:</u></b> Adams (2018), (4th Edition), pp.65-161 Friere (1970), Chapter 3 Bunyasi &amp; Smith (2019), pp. 83-116</p> <p><b><u>CANVAS FILES:</u></b> Bronson (2009), pp.1-9. Christopher (2020) hooks (1995), pp. 263-272. Huber (2019), B1 B5 Kivel (1996), pp. 224-227. Lewis (2021) Miller (2008), 132-162 Mayo (2020) Patton (2015), 488-514 Ranker (2019) B5</p>

			<p>Ruiz (2021)  Smith (2010), pp. 541-549.  Tavernise (2013), A2  Wan &amp; Kaplan (2017), E1, E4  Whyte (2019), A1, A21  Williams (2019) A10  Castronuovo (2021)  Faria (2021)  Hatzipanagos (2021)  Keshner (2021)  Moyer (2021)  Oyeyemi (2021)  Tang (2021)</p> <p><b><u>OPTIONAL READINGS</u></b></p> <p>AFP (2021)  Allegretti (2021)  Associated Press (2021)  Bernstein (2021)  Briquelet (2021)  Brooks (2021)  Burke (2021)  Choi (2021)  Chukwu (2021)  Davis (2021)  Dima (2021)  <i>Experts warn of prolonged COVID-19 (2021)</i>  Galvan &amp; Schneider (2021)  Hanson (2021)  Hate crimes continue (2021)  Hatton (2021)  Hess (2021)  Honeycutt Spears &amp; Herald-Leader (2021)  <i>“Is this America?” (2021)</i></p>
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			<p>Jackson (2021a)          Jackson (2021b)          Jasper (2021)          Levine (2021)          Li (2021)  <i>Loudoun County teacher</i> (2021)          Mozes (2021)  <i>Multiracial boom</i> (2021)  <i>Oregon school board votes</i>(2021)          Oshin (2021)          Rahman (2021)          Rockett (2021)          Ross (2021)          Rubin (2021)          Sommerfeldt &amp; Goldiner (2021)          Stein (2021)  <i>Teacher relieved of position</i> (2021)  <i>Texas parents push back</i> (2021)  <i>Tuskegee Study descendants speak out</i> (2021)          Venkatraman (2021)          Volpe, Schorpp, Cacace, Benson, &amp; Banos (2021)          Walker (2021)          Zillgitt (2021)</p>
<p><b>WEEK 6</b>          10/05</p>	<ul style="list-style-type: none"> <li>• Specific Identity Constructs and Populations-at-Risk: Sexual Orientation, Heterosexism, Homophobia &amp; Transgender Oppression</li> <li>• Community Efforts working Towards</li> </ul>	<p>Reflection on Readings          Position Paper</p>	<p><b><u>TEXT:</u></b>          Adams (2018), (4<sup>th</sup> Edition) pp. 388-466          Friere (1970) Chapter 4          Bunyasi &amp; Smith (2019), pp. 117-143</p> <p><b><u>CANVAS FILES:</u></b>          Lai &amp; Bodeen (2017),</p>



	<p>Social Justice: Alliance Building</p> <p><b>CANVAS MODULE 6</b></p>		<p>A4 Osborn (2019) B1 B6 Santora (2019) A8 Saegert (2019) B7 Slane (2021) Osborne (2021) DaBaby loses more gigs (2021) Ladak (2021) 'Pray Away' (2021) Turner (2021) <b><u>OPTIONAL READINGS</u></b></p>
<p><b>Week 7</b> 10/12</p>	<ul style="list-style-type: none"> <li>• Specific Identity Constructs and Populations-at-Risk: Religion</li> <li>• Community Efforts working Towards Social Justice: Alliance Building</li> </ul> <p><b>CANVAS MODULE 7</b></p>	<p>Reflections on Readings Position Paper</p>	<p><b><u>TEXT:</u></b> Adams (2018) 4th edition, pp. 247-339 Bunyasi &amp; Smith (2019), pp. 145-166</p> <p><b><u>CANVAS FILES:</u></b></p> <p>Diaz (2020) Green (2021) Hijab Brochure Quilantan (2018) Durovic (2016), 413- 418 Hijab Brochure Mercier (2018) Schlosser (2003), 44- 51. Shesgreen (2021) <i>Ben &amp; Jerry's boycott on Israel</i> (2021) Frehse (2021) Hunt (2021)</p> <p><b><u>OPTIONAL READINGS</u></b></p>
<p><b>Week 8</b> 10/19</p>	<ul style="list-style-type: none"> <li>• Specific Identity Constructs and</li> </ul>	<p>Reflection on Readings Position Paper</p>	<p><b><u>TEXT:</u></b> Adams (2018), (4th</p>

	<p>Populations-at-Risk: Gender and Sexism</p> <ul style="list-style-type: none"> <li>Community Efforts working Towards Social Justice: Alliance Building</li> </ul> <p style="text-align: center;"><b>CANVAS MODULE 8</b></p>		<p>Edition), 341-387 Bunyasi &amp; Smith (2019), pp. 167-190</p> <p><b>CANVAS FILES:</b> Barnes (2020), D1, D8 Batrawy (2012), A4 Blood et al. (1983), pp. 181-187. Ferguson (2010), pp. A1, A6 Hanbury (2021) Hawkins (2017), A12 Ibarra (2013), 1-15 Joseph (2018), A18 Khalil (2019), A16 Noveck (2020), A8 Noveck (2019), A11 Sengupta (2017), A8 The Times Editorial (2021) Whelan (July, 2018), A8 Bradford (2021) Rodriguez (2021)</p> <p><b><u>OPTIONAL READING:</u></b></p>
<p><b>Week 9</b> 10/26</p>	<ul style="list-style-type: none"> <li>Specific Identity Constructs and Populations-at-Risk: Class, Classism</li> <li>Community Efforts working Towards Social Justice: Alliance Building</li> </ul> <p style="text-align: center;"><b>CANVAS MODULE 9</b></p>	<p>Reflection on Readings Position Paper</p>	<p><b><u>TEXT:</u></b> Adams (2013), 4<sup>th</sup> edition, pp. 163-245 Bunyasi &amp; Smith (2019), pp. 191-203</p> <p><b><u>CANVAS FILES:</u></b> Carter (2015), 436-456 Cerojana (2013), D7 Daley (2013), A12 Dewan (2018), A15 D’Innocenzio (2015), A15 Fausett (2018) A1, A10 Fitzsimmons (August,</p>

			<p>2018), A11  Iati (2019), 4A  Kim (2021)  Langston (1992), pp. 110-121  Long &amp; Shapiro (2018), F1, F8  Lozano (2018), B1, B3  NYPost (2021)  O’Neil (2020)  Pierre-Louis (August, 2018), A14  Tremoglie (2021)  Chambers (2021)  Colby (2021)  Hoffower (2021)  Johnson &amp; Johnson (2021)  <i>Majority of Black Americans see systemic bias</i> (2021)  Nova (2021)  <i>Racial pay disparities hinder black women</i> (2021)  Rainey (2021)  Saraiva (2021)  Schwaba (2021)  Stacker (2021)  Tayeb (2021)  Tsekova (2021)  <i>What is holistic wealth</i> (2021)  <i>Why millennials are struggling</i> (2021)</p> <p><b><u>OPTIONAL READINGS</u></b>  de La Mare (2021)  Jones (2021)  Nova (2021)  Schulte (2021)  Venugopal Ramaswamy (2021)</p>
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			Winck (2021) Xiang (2021)
<b>Week 10</b> 11/2	<ul style="list-style-type: none"> <li>• Specific Identity Constructs and Populations-at-Risk: Ableism &amp; Ageism</li> <li>• Community Efforts working Towards Social Justice: Alliance Building</li> </ul> <p><b>CANVAS MODULE 10</b></p>	Reflection on Readings Position Paper	<p><b><u>TEXT:</u></b> Adams (2018), 4th edition, pp. 467-597 Bunyasi &amp; Smith (2019), pp. 203-216</p> <p><b><u>CANVAS:</u></b> Associated Press (2013) B1 B9 Balsamo &amp; Tarm (2020), A7 Bearman (2021) Green (2021) Holm-Comb (2021) Hughes (2008), pp. 1-3. Irwin (2021) Jordan (2010), A3 Lindell (2012), B1, B4 Norimine (2021) Miller (2021) Stobbe (2013), pp. A5 Weiner (2018), A18 Jones (2021)</p> <p>Sims (2021) <i>What is ableism?</i> (2021)</p> <p><b><u>OPTIONAL READINGS</u></b></p>
<b>Week 11</b> 11/9	<ul style="list-style-type: none"> <li>• Critical Analysis and Strategic Action Poster Presentation</li> <li>• Critical Analysis and Strategic Action Poster Presentation</li> </ul>		

	<b>CANVAS MODULE 11</b>		
<b>Week 12</b> 11/16	<ul style="list-style-type: none"> <li>• Critical Analysis and Strategic Action Poster Presentation</li> <li>• Critical Analysis and Strategic Action Poster Presentation</li> </ul> <b>CANVAS MODULE 12</b>		
<b>Week 13</b> 11/23	<b>ENJOY THE BREAK</b>  <b>CANVAS MODULE 13</b>		Required Accreditation Quiz 11/29
<b>Week 14</b> 11/30	<ul style="list-style-type: none"> <li>• Resistance to Oppression</li> <li>• Student Reflections</li> <li>• Activism and Taking Care of Self</li> </ul> <b>CANVAS MODULE 14</b>	Critical Analysis & Strategic Action Paper Reflections on Readings Position Paper  <i>Turn in your active learning contract points with a 2 sentence explanation as to why you have earned those points.</i>	<b><u>Text:</u></b> Adams (2018), (4th Edition), 599-652 Bunyasi & Smith (2019), pp. 217-226  <b><u>CANVAS FILES:</u></b> hooks (1995), pp. 263-272. Kivel (1996), pp. 224-227. Pittelman (2005) Wagaman (2015). 201-207 Siracusa (2021)  <b><u>OPTIONAL READINGS</u></b>

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