

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

<b>Course Number:</b>	SW 325	<b>Instructor:</b>	Dr. Stevara Haley Clark, MSW
<b>Unique Number:</b>	60080	<b>Email:</b>	stevarahaleyclark@utexas.edu
<b>Semester:</b>	Spring 2024	<b>Office Hours:</b>	Tuesdays, 11:00am – 12:00pm
<b>Meeting Time/Place:</b>	Online		Other time by appointment

**FOUNDATIONS OF SOCIAL JUSTICE: Web-based Format**

**Course Number: SW325**

**Cultural Diversity Flag**

**I. STANDARDIZED COURSE DESCRIPTION**

This course focuses on recognizing injustice and constructing socially conscious responses to inequity using generalist social work practice. You will gain skills to identify and communicate about inequality affecting various identities and social statuses. You will understand different forms of marginalization by dominant groups and how unequal power relations adversely affect individuals, groups, and communities. You will also learn about frameworks that support discourse about inequity, marginalization, injustice, and exclusion, including the cycle of socialization, the tension between private troubles and public issues, systemic oppression, human rights, and strategies for socially conscious change. You will have the opportunity to explore your role in the promotion of social, racial, and economic justice.

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, you will be able to:

1. Demonstrate familiarity with the history and heritage of marginalized groups in the United States, including familiarity with the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, and intersectional links of oppression.
2. Understand the social construction of difference and how social construction factors into oppression by dominant groups.

3. Analyze basic principles and critiques of various social justice and human rights theories, perspectives, and practices, including, but not limited to, perspectives of anti-racism and anti-oppressive theories, critical theories such as critical race theory, lat-crit and queer-crit, dis-crit, and feminist and narrative theories.
4. Examine anti-racism, centering racialization, using perspectives developed by Black, Indigenous and other scholars of color.
5. Critically examine use of ecological systems theory and strengths-based practice, and analyze factors of these perspectives that support or hinder equity, in the pursuit of social, racial and economic justice.
6. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and other oppressive ideas and actions and suggest strategies for change.
7. Critically examine how experiences of marginalization and oppression are similar and different in countries outside of the United States.
8. Critically examine personal and professional values, cultural perspectives and use of self in ethical, culturally humble, and socially just social work practices and leadership.
9. Identify and apply strategies to mitigate the ways in which historical and current marginalization is manifested in public policy, institutional structures, service delivery (including clinical assessment, planning, and intervention), and social work research.

### **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
- 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**

This course is an asynchronous online course with no assigned group meeting times. Asynchronous work is a blend of direct instruction and self-paced individual tasks using online platforms, web resources, and occasionally requiring an activity. You are expected to complete assigned readings, watching, and activities each week. Weekly course work is required and essential for successful completion of this course and is counted as attendance. Canvas will be used for turning in assignments, grading, and communication between students and the instructor.

**Use of Canvas:** The professor uses Canvas, the University's learning management system. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries. To reach our class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

**Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

#### IV. REQUIRED TEXT AND MATERIALS

Subscription to Skyepack (digital textbook)

1. Go to [www.skyepack.com](http://www.skyepack.com)
  - a. Click on "Create Account". Please make sure you are using your university/schoolassigned email address.
  - b. Skyepack will send you a verification email to the address used to create your account; follow the steps in the email to Verify Your Account.
  - c. Go back to [www.skyepack.com](http://www.skyepack.com), login, and click on "Channel Guide" on the left sidebar.
2. Select our school's channel. (If you do not see this channel, email [support@skyepack.com](mailto:support@skyepack.com).) You will see the pack for your course listed here.
  - a. From the drop-down menu on the course pack icon, select "Add to My Collection".
  - b. Pay the access fee using a debit, credit, or prepaid redemption card from your bookstore.
  - c. Your course pack will now be available by selecting "My Pack Collection" from the left sidebar.

## V. COURSE REQUIREMENTS

Assignment	Percent of Final Grade	1. Due Date
Self-Interview	10	Module 4
Implicit Association Tests	10	Module 4
Culture and Cultural Competence Presentation	10	Module 7
Diversity, Equity, & Inclusion Vocabulary Quiz	5	Module 8
In Context Reflection	10	Module 12
Skyepack Module Questions	10	Every Module
Discussion Boards	15	Module 3, 5, 11
Foundations of Social Justice Common Assignment	30	Module 15

### 1. Implicit Association Tests 10 pts

You will take the [Harvard Project Implicit](#) race inventory and one other inventory and capture a screenshot of the results to upload to Canvas.

### 2. Skyepack Module Questions 20 pts

The SkyePack chapters are built specifically for this class by your instructor and comprise part of the weekly ‘online lecture’ for this class. Therefore, review questions for all the modules are required . ***Due date: Sundays by 11:59pm.***

### 3. Discussion Boards 15 pts

You are expected to respond to three (3) discussion boards, which may require watching a video, reading an article, or reviewing a social media account. ***Due date: Check syllabus schedule below, posted by at midnight.***

Responses should be 150-250 words and should summarize observations, reflections, and any new directions or questions about the assigned materials. **Students should also provide at least one response (100-150 words) to a peer’s post on the Discussion Board.**

### 4. Self-Interview 15 pts

Conduct an interview-style initial assessment of your own ideas and attitudes about diversity, privilege, and oppression. An interview guide is provided on Canvas. Make a video recording of yourself answering the questions in the interview guide. The video submission is approximately 1 hour long.

**5. Culture and Cultural Competence Presentation 10 pts**

Complete a Cultural Competence Self-Assessment and then create a Google Slides presentation about your culture that highlights traditions, holidays, notable sports teams, art, food, religion, language, music, dance, clothing, nationality, ethnicity, race, communication style, etc.

**6. Diversity, Equity, & Inclusion Vocabulary Quiz 5 pts**

You will complete a vocabulary quiz provided by the United Way of the National Capital Area.

**7. In Context Reflection Paper 10 pts**

You will apply what you have learned via an interpretation of an advertisement.

**8. Foundations of Social Justice Common Assignment 30 pts**

This is a two-part, common assignment used across all social justice courses. It includes 1) a social identity map and positionality statement; and 2) a reflection on a community event. The full common assignment is provided on the last page of the syllabus

**VI. GRADES**

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. CLASS POLICIES**

- 1. Conduct and Civility:** 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. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in

values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog. Final grades in this course are negatively impacted by student's failure to comply with this policy.

2. **Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to completing assignments. Failure to demonstrate through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussions.
3. **Assignments and Grades:** Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.
4. **Writing Style:** 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 UT Co-op.

## VIII. UNIVERSITY POLICIES

### Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
						Below 60.0	F

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access

and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**Policy on Academic Integrity.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

---

**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.

**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.

**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 and Mental Health 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.

---

## **Resources, Prevention of Discrimination, and Safety**



**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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.

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

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**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.

**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

Date	Topic	Assignment Due
1/16 - 1/21	Introduction & Syllabus Review	Review Syllabus  DUE: Discussion Post: Introduce Yourself
1/22 - 1/28	What is the Problem?	Skyepack Module 1
1/29 - 2/4	History of Privilege	Skyepack Module 2  White Privilege: Unpacking the Invisible Knapsack
2/5 - 2/11	Cycles of Socialization	Skyepack Module 3  <b>DUE: Domination and Subordination Discussion Board</b>
2/12 - 2/18	Implicit Bias	Skyepack Module 4  <b>DUE: Self-Interview</b> <b>DUE: Implicit Association Tests</b>
2/19 - 2/25	Structures that Influence Society	Skyepack Module 5  <b>DUE: Discussion Board: Relationships Between Policing and Gender</b>
2/26 - 3/3	Ways to Frame the Problem	Skyepack Module 6

3/4 - 3/10	Cultural Competence	Skyepack Module 7  <b>DUE: Culture and Cultural Competence Presentation</b>
3/11 - 3/17	SPRING BREAK	
3/18 - 3/24	Positionality & Intersectionality	Skyepack Module 8  <b>DUE: Diversity, Equity, &amp; Inclusion Vocabulary Quiz</b>
3/25 - 3/31	Othering & Belonging	Skyepack Module 9
4/1 - 4/7	Awake	Skyepack Module 10
4/8 - 4/14	Allying & Allyship	Skyepack Module 11  <b>Discussion Board: How the U.S. Suppressed Native American Identity</b>
4/15 - 4/21	Advocacy	Skyepack Module 12  <b>DUE: In Context Reflection Paper</b>
4/22 - 4/28	Activism	Skyepack Modules 13 & 14
4/29 - 5/5	End of Course	<b>DUE: Foundations of Social Justice Common Assignment</b>

## X. BIBLIOGRAPHY

Ahmad, O. (2010). *Political change with pen and paper*. Retrieved from [https://www.ted.com/talks/omar\\_ahmad\\_political\\_change\\_with\\_pen\\_and\\_paper](https://www.ted.com/talks/omar_ahmad_political_change_with_pen_and_paper)

Alexander, M. (2012). *The new Jim Crow: mass incarceration in the age of colorblindness* (Revised edition). New York : [Jackson, TN]: The New Press ; Distributed by Perseus Distribution. Anti-Palindrome, A. (2016, September 11). This white feminist loved her dreadlocks - here's why she cut them off. *Everyday Feminism*.

Baldoni, J. (n.d.). *Why I'm done trying to be "man enough."* Retrieved from [https://www.ted.com/talks/justin\\_baldoni\\_why\\_i\\_m\\_done\\_trying\\_to\\_be\\_man\\_enough](https://www.ted.com/talks/justin_baldoni_why_i_m_done_trying_to_be_man_enough)

Beckham, A. (2013). *We're all hiding something. Let's find the courage to open up*. Retrieved from [https://www.ted.com/talks/ash\\_beckham\\_we\\_re\\_all\\_hiding\\_something\\_let\\_s\\_find\\_the\\_courage\\_to\\_o\\_pen\\_up](https://www.ted.com/talks/ash_beckham_we_re_all_hiding_something_let_s_find_the_courage_to_o_pen_up)

Bell, G. (2013). Theoretical foundations. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Bluegate, LLC. (2013). *Amazon.com: The Powerbroker: Whitney Young's Fight for Civil Rights: Jr. Henry Louis Gates, Dorothy Height, Manning Marable, Donald Rumsfeld: Amazon Digital Services LLC*. Retrieved from [https://www.amazon.com/gp/video/detail/B00ESY8CIQ/ref=atv\\_yv1\\_list\\_pr\\_9](https://www.amazon.com/gp/video/detail/B00ESY8CIQ/ref=atv_yv1_list_pr_9)

Coates, T.-N. (2009). *The Beautiful Struggle: A Memoir* (Reprint edition). New York: Spiegel &

Grau. Cordova, V. F., & Moore, K. D. (2007). *How it is: The Native American philosophy of V.F. Cordova*. Tucson: University of Arizona Press.

Coyote, I. (2015). *Why we need gender-neutral bathrooms*. Retrieved from [https://www.ted.com/talks/ivan\\_coyote\\_why\\_we\\_need\\_gender\\_neutral\\_bathrooms](https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms)

Davis, K. (2005). *A Girl Like Me*.

Dazols, J. C. and L. (2015). *This is what LGBT life is like around the world*. Retrieved from [https://www.ted.com/talks/jenni\\_chang\\_and\\_lisa\\_dazols\\_this\\_is\\_what\\_lgbt\\_life\\_is\\_like\\_around\\_the\\_world](https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world)

Dohrn, B. (2013). Look out kid, it's something you did. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Dudley, D. (2010). *Everyday leadership*. Retrieved from [https://www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership)

Elworthy, S. (n.d.). *Fighting with nonviolence*. Retrieved from [https://www.ted.com/talks/scilla\\_elworthy\\_fighting\\_with\\_non\\_violence](https://www.ted.com/talks/scilla_elworthy_fighting_with_non_violence)

Fields, K. E., & Fields, B. J. (2012). *Racecraft: the soul of inequality in American life*. London ; New York: Verso.

Freire, P. (1972). Education: domestication or liberation? *Prospects*, 2(2), 173–181. <https://doi.org/10.1007/BF02195789>

Garvis, N. (2010). *Change our culture, change our world*. Retrieved from [https://www.ted.com/talks/nate\\_garvis\\_change\\_our\\_culture\\_change\\_our\\_world](https://www.ted.com/talks/nate_garvis_change_our_culture_change_our_world)

Granderson, L. Z. (n.d.). *The myth of the gay agenda*. Retrieved from [https://www.ted.com/talks/lz\\_granderson\\_the\\_myth\\_of\\_the\\_gay\\_agenda](https://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda)

Hobson, M. (2014). *Color blind or color brave?* Retrieved from [https://www.ted.com/talks/mellody\\_hobson\\_color\\_blind\\_or\\_color\\_brave](https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave)

Hooks, B. (2013). White poverty. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Huey, A. (2010). *America's native prisoners of war*. Retrieved from [https://www.ted.com/talks/aaron\\_huey](https://www.ted.com/talks/aaron_huey)

Jensen, R. (2012). Robert Jensen on Talking Radical in a Mainstream World - Occupy The 4th - YouTube. Retrieved January 14, 2019, from <https://www.youtube.com/watch?v=wPgSHGR5kiM>

Johnson, A. G. (2017). *Privilege, power, and difference* (3rd ed). Boston, Mass: McGraw-Hill.  
Junot Díaz on Rewriting the Story of America | Moyers & Company. (2012). [Video File]. Retrieved from <https://billmoyers.com/episode/rewriting-the-story-of-america/>

Le, T. (n.d.). *My immigration story*. Retrieved from [https://www.ted.com/talks/tan\\_le\\_my\\_immigration\\_story](https://www.ted.com/talks/tan_le_my_immigration_story)

Lippy, C. H. (2013). Christian nation or pluralistic culture. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Love, B. J. (2013). Developing a liberatory consciousness. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

MacIntosh, P. (2014). White privilege: unpacking the invisible backpack. In P. S. Rothenberg & K. S. Mayhew (Eds.), *Race, Class, and Gender in the United States* (9th ed., pp. 110–117). New York, N.Y.: Worth Publishers.

Miller, J. M. (2014). Domination and subordination. In P. S. Rothenberg & K. S. Mayhew (Eds.), *Race, Class, and Gender in the United States* (9th ed., pp. 110–117). New York, N.Y.: Worth Publishers.  
Mokobe, L. (2015). *A powerful poem about what it feels like to be transgender*. Retrieved from [https://www.ted.com/talks/lee\\_mokobe\\_a\\_powerful\\_poem\\_about\\_what\\_it\\_feels\\_like\\_to\\_be\\_transgender](https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender)

Morrison, T., & Coates, T.-N. (2017). *The origin of others*. Cambridge, Massachusetts: Harvard University Press.

Moss, H. (2011). *A Brief History of the USA - Bowling for Columbine - Michael Moore* [Video File].  
Mthunzi, S. (20016). Sharon “Sahz” Mthunzi. In Z. Muholi (Ed.), *Faces and phases 2006-14* (1st ed., pp. 224–225). Germany: Steidl.

Novogratz, J. (2009). *An escape from poverty*. Retrieved from [https://www.ted.com/talks/jacqueline\\_novogratz\\_on\\_an\\_escape\\_from\\_poverty](https://www.ted.com/talks/jacqueline_novogratz_on_an_escape_from_poverty)

Pieterse, E. (2015). Informality as a starting point. In M. Kries & A. Klein (Eds.), *Making Africa: a continent of contemporary design* (1st ed., pp. 58–67). Los Angeles, California: Vitra Design

Museum. Pro Infirmus. (2013). *Because who is perfect*.

Rauch, J. (2019, February). Don's call me lgbtq. *The Atlantic*, 323(1), 16–18.

Ricard, M. (2014). *How to let altruism be your guide*. Retrieved from [https://www.ted.com/talks/matthieu\\_ricard\\_how\\_to\\_let\\_altruism\\_be\\_your\\_guide](https://www.ted.com/talks/matthieu_ricard_how_to_let_altruism_be_your_guide)

Separated: Children at the Border. (n.d.). Retrieved January 14, 2019, from <https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/>

Smith, C. (n.d.). *The danger of silence*. Retrieved from [https://www.ted.com/talks/clint\\_smith\\_the\\_danger\\_of\\_silence](https://www.ted.com/talks/clint_smith_the_danger_of_silence)

Somé, M. P. (1994). *Of water and the spirit: ritual, magic, and initiation in the life of an African shaman*. New York: Putnam.

Stoesz, D. (2014). Conservatism and social justice. In M. Reisch (Ed.), *The Routledge International Handbook of Social Justice* (1st ed., pp. 147–159). New York, New York: Routledge.

The Truth Denied. (2012). *Wealth Inequality in America*.

Therborn, G. (Ed.). (2006). *Inequalities of the world*. London ; New York: Verso.

West. (2013). Courage. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition, pp. 625–627). New York: Routledge Taylor & Franacis Group.

Wright, iO T. (2012). *Fifty shades of gay*. Retrieved from [https://www.ted.com/talks/io\\_tillett\\_wright\\_fifty\\_shades\\_of\\_gay](https://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay)

Wronka, J. (2014). Human rights as the pillars of social justice. In M. Reisch (Ed.), *The Routledge International Handbook of Social Justice* (1st ed., pp. 216–226). New York, New York: Routledge.

Young, I. M. (1990). *Justice and the politics of difference*. Princeton, N.J: Princeton University Press.

Young, S. (2014). *I'm not your inspiration, thank you very much*. Retrieved from [https://www.ted.com/talks/stella\\_young\\_i\\_m\\_not\\_your\\_inspiration\\_thank\\_you\\_very\\_much](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much)

Zinn, H., & Arnove, A. (2015). *A people's history of the United States* (Thirty-fifth anniversary edition). New York: HarperPerennial.

## Foundations of Social Justice Common Assignment

### Part A

- Use Jacobson and Mustafa's Social Identity Mapping Tool (2019) to create your own social identity map. (Pg. 4 of the article describes how to fill out the map.)
- <https://journals.sagepub.com/doi/pdf/10.1177/1609406919870075>
- Use your social identity map to write your positionality statement.
- Submit your social identity map, positionality statement and reflection on your positionality statement.
  - Possible questions to reflect on:
    - In which identities do you hold privilege/power? Which do you not hold privilege/power?
    - Which identities that you choose to put in the social identity map surprised you?
    - Were you aware of how each identity chosen impacts your life and the emotions behind it? Explain.

### Part B:

Directly observe and experience communities, organization, and individuals that may be outside of your cultural norms by attending an event. Reflect on your positionality as an attendee of the event. Write a 2 to 3 page self-reflection essay with the following components:

- Brief historical background of community of observation:
  - Demographics
  - Scope oppression
    - Impact of inequity on the community (e.g., health outcomes, arrests/incarceration, economic outcomes.)
    - Protective legislation or lack thereof.
- Reflection on how your positionality impacted your experience of the event and how it may have impacted members of the community who observed your presence.
- Provide examples of actions at the micro, mezzo, and macro level that can be used to promote positive change and justice for this community.

### Social event examples:

- Art gallery featuring artists of color
- Meeting sponsored by an advocacy organization
- Lecture sponsored by an advocacy organization
- Protest rally