

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW 381S

Unique Number: 65395

Semester: Fall, 2008

Meeting Time/Place: Fri. 8:30-11:30
SSW 2.122

Instructor's Name: Darlene Grant, PhD

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Office Hours: TBA or by appointment. Be sure you know which of my two offices you will be visiting for appointments

TA: TBA (Hope springs eternal)

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

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has." Margaret Mead

"Until the lions have their historians, tales of the hunt will always glorify the hunter."
African Proverb

I. 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 practice; 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. Course Objectives

Upon completion of this course the students will be able to:

1. Critique and apply social justice approaches to influence assessment, planning, access of 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.

III. TEACHING METHODS

The content of this course has the potential to be emotionally-charged. Guidelines will be established collaboratively by students and the instructor to create a respectful, safe and challenging learning environment. The instructor has the ultimate responsibility to manage differences and conflict that arise in the course. The instructor will incorporate a variety of teaching methods, including readings, lectures, discussions, audiovisual materials, guest speakers, small group activities, experiential learning exercises and student presentations. A variety of populations-at-risk groups will also be used to critically examine a social justice framework, with emphasis on values, diversity, power and oppression.

IV. REQUIRED AND RECOMMENDED TEXTS, AND MATERIALS

Required

- Andersen, M. L., and Collins, P. H. (2007). *Race, class, and gender: An anthology*. Sixth Edition. Belmont, CA: Thompson Higher Education. ISBN 0-495-00689-0
- Finn, J. L., and Jacobson, M. (2008). *Just practice: A social justice approach to social work*, 2nd Ed. Peosta, Iowa: Eddie Bowers publishing. ISBN 978-1-52068-0130 or ISBN 978-1-57879-072-2.
- Freire, P. (2007). *Pedagogy of the oppressed*. New York, NY: Continuum International. ISBN 0-8264-1276-9.

Resource Readings

The following selected readings will also be placed on reserve in the Learning Resource Center (LRC) and on electronic reserves (as instructor announces). These will be particularly useful for the Self Study and the Immersion Assignments.

The following resource chapters will be made/are available to you:

- (1) *Ethnicity and Family Therapy* by Monica McGoldrick, John Pearce, and Joseph Giordano (2001), The Guilford Press, New York; and
- (2) Galens, J., Sheets, A., & Young, R. V. (1995). *Encyclopedia of multicultural America*, vols. 1 and 2. Detroit, MI: Gale Research: Excerpted Chapters: Ch 12 German Families, Ch 13 Greek Families, Ch 14 Iranian Families, Ch.15 Irish Families, Ch 16 Italian Families, Ch 17 Jewish Families, Ch 18 Polish Families, Ch 19 Portuguese Families, and Ch 20 Norwegian Families.

The recommended reference list at the end of your syllabus provides examples of readings focusing on populations-at-risk to consider in completing course assignments.

Required University Notices and Policies to Include in Syllabi

Unknown

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The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Late Papers/Make up Exam:

Late papers will not be accepted without a legitimate excuse, which in most cases means pre-class session arrangement which your Instructor or TA has agreed to. Writing two versions of a quiz or exam is excruciatingly challenging, therefore, students are encouraged to consider the necessity before asking. If you are granted an extension than you will loose 3.5 points automatically and have one week from the assignment date to turn it in otherwise you will receive a zero.

Policy on Scholastic Dishonesty

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

Documented Disability Statement

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

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least 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.

Use of E-Mail for Official Correspondence to Students

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

Safety

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

Behavior Concerns Advice Line (BCAL)

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

Emergency Evacuation Policy

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

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

VI. Course Requirements

Students will be evaluated on the following required assignments, as well as in-class participation and contribution.

1. Attendance, Preparation, Contribution (5% of grade) (See Active Learning Contract/Criteria for Evaluation at back of Syllabus)

Graduate students in a professional school are expected to attend all classes, actively participate meaningfully in class discussion and exercises, and call upon life and field practicum experiences and course readings for contributions.

It is important for social workers to be aware of group dynamics including peer groups in which they participate. It is also important to contribute to the group process. A portion of the grade for this course will depend on your level of attendance, preparation, participation, and contribution. For some, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute.

2. Self Study Paper (25% of grade) (Due Sept. 19)

The Self-Study Paper is assigned to address course objectives #2, 3, and 4, and to heighten awareness of your own identity in relation to other cultural groups considered in this course.

As a brief introduction to your paper please address the following questions:

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

5. How will your membership impact the profession?
6. How will you, as a social work professional, change the world?

Other questions to consider as you complete this assignment:
Who am I? Who do others think I am? How do I imagine others see me? What judgments do I imagine they make about what they see? How do I feel about others' reactions to me? Who would I like to be or how would I like to be seen?

In this assignment, you are asked to describe your cultural background, values, and beliefs associated with your group identities, and discuss how these attributes and dimensions of who you are influence your attitudes toward and interactions with others who are "different," as well as their attitudes toward and interactions with you.

This paper is to be 4-6 double-spaced typed pages and a minimum of 3 citations incorporated into your work and reference page. *Self-Study Paper is due the beginning of class, Week 4 September 19th. You are urged to begin working on this paper immediately.* See Day 1 in-class handout as well as list of Assignments on Blackboard for a detailed description of this assignment.

3. Immersion Experience and Reflection Paper (40% of grade) (Due Nov. 21)

The Immersion Assignment is designed to address course objectives #1, 2, 3, 4, and 5, by providing an opportunity for students to listen to various manifestations of the voices of people from a marginalized population for which students have little, no, or negatively charged familiarity. It is an opportunity to gain insight into the perspective and world of the other while simultaneously immersing in the values and ethical mandates of the social work profession.

Students will solicit the help as "guide to the culture," of a person from a population-at-risk group with which they are unfamiliar, and attend three different culturally relevant events. The assignment culminates in an evidence based paper reviewing the literature and contextualizing what is found with a presentation about the sum of these immersion experiences. Students should remember to cover the intersection between class-gender-power-privilege-race in their conversations with your guides and at events, and consider the manifestation of these intersections in events and the paper.

The purpose of this assignment is to observe and experience a constellation of issues a person from a population-at-risk group different from your own. **Prior to the immersion experience students are asked to submit a type written plan to your instructor for approval (deadline Oct . 3, whether you've started your assignment or not).** Subsequent to the immersion experience, students are asked to write a 12-15 page final paper composed of a graduate level (i.e. reflecting critical thinking and informed by the research literature) reflection on the shadowing experience and implications for applying social justice approaches to influence assessment, planning, access to resources, intervention, and research. Grounded in how the "host" perceives such issues, examine the current day oppression for this group and privilege for other groups in relation to this group's oppression.

In this paper it is intended that you demonstrate an understanding of the textual material, the ability to research concepts and ideas, and present them in professionally written form. Cogent integration of what was learned through research, thoughtful interaction/questions posed to the person shadowed/culture immersed in, and a depth of consideration of micro, meso, and macro level challenges facing the group being studied should be reflected in the immersion experience reflection paper. I will be looking for this “depth” as it manifests in your questions and throughout your paper, in my grading of your paper.

A separate handout with a more detailed assignment description will be provided by your instructor and also put into the course Blackboard Assignment listing.

4. Three (3) Reading Quizzes (10 points each)

There will be **three** reading quizzes throughout the semester. The quiz dates are on the class schedule. There will be no make up quizzes unless the student has a DOCUMENTED illness or emergency. Quizzes will consist of short answer questions. Each quiz will cover material in one book. There will be a short review each class session before the quiz. Quizzes are worth 50points each.

Week 5, Friday, September 26
Week 7, Friday, October 10
Week 12, Friday, November 14

Overall Criteria for Evaluating All Student Assignments

Your written work should be well-conceptualized and researched, clearly organized (I do require subheaders), and supported by examples and details. Show evidence of your own creative and thoughtful analysis. Papers should follow the APA style format. Additional criterion and evaluation guidelines will also be provided. While the reactions themselves will not be formally graded, promptness of submission at the beginning of each class session, and the overall quality and depth of thought of students' critiques and reflections will be considered in assigning final grade.

Grading and Weighting of Assignments

Attendance, Preparation, Contribution	5%	
Self Study Paper	25%	(due Sept. 19)
Immersion Experience and Reflection Paper	40%	(due Nov. 21)
Immersion Plan	No credit	(due Oct. 3)
Three Short Quizzes	30%	(due see dates above)

FOR GRADUATE STUDENTS +/- GRADES WILL BE ASSIGNED AS FOLLOWS:

A = 100-94, **A-** = 93-90, **B+** = 89-87, **B** = 86-84, **B-** = 83-80, **C+** = 79-77, **C** = 76-74, **C-** = 73-70 (Class failed/no credit: 73 and below), **D+** = 69-67, **D** = 66-64, **D-** = 63-60, **F** = 59 and below

A = Significantly exceeds assignment/performance expectations (evidence of critical thinking and analysis that resulted in work additional to that laid out in the assignment directions);

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis;

D = There are important gaps in the assignment/performance both in terms of requirements and critical thinking and analysis.

VII. CLASS POLICIES

Use of Blackboard in Class

(Sample) In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

FEEDBACK STATEMENT

During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 3 points for each day that an assignment is late. Any adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date (an email message asking for extension the night before an assignment is due, is not defined as a discussion with the instructor).

2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when points are totaled.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office. 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/academicintegrity.html>).
4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
6. 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 also notify instructors regarding any safety concerns.
7. The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY.

VII. COURSE SCHEDULE

Date	Description/Due Dates	Text / Readings
Week 1 8/29/08	Course Overview and Introductions	Feldmann, L.J. (2001) Classroom civility is another of our instructor responsibilities (handout) Marsh (2004) "Social Work in a Multicultural Society" (handout)
Week 2 9/5/08	Defining and Imagining Social Justice	Dolgoff & Feldstein (2007) Socioeconomic Structure, Human Needs, and Mutual Responsibility; Finn, J. & Jacobson, M (2003) Just Practice Finn & Jacobson (2008) Chapters 1 & 2, Intro & Imagining Social Work and Social Justice (TEXT) Reisch, M. (2002) "Defining Social Justice in a Socially Unjust World" Swenson, C. R. (1998) "Clinical Social Work's contribution to a Social Justice Perspective
Week 3 9/12/08	Historical Perspective to Current Attack of Social Work's Social Justice Obligation	Berlin, S.B. (2005) The value of acceptance in social work direct practice: a historical and contemporary view Finn & Jacobson (2008) Chapters 3 & 4, Historical Perspective, Values, Ethics, and Visions (TEXT) Harrison, W. & Pierpont, J. H. (2006/2007)...A social work ethic under siege Hasenfeld, Y. (2000) Organizational forms as Moral practices

		Reisch, M (2007) Social Justice and Multiculturalism: Persistent tensions in the history of U.S. Social Welfare and Social Work
Week 4 9/19/08	Defining Oppression and it's Impact on Identity SELF STUDY PAPER DUE	Anthology (2007) Chapter 1, Why race, class, and gender still matter Anthology (2007) Chapter 3, Oppression Freire (2007) Forward, Intro, Forward, Preface, and Chapter 1 D'Angelo & Douglas (2008) Do Americans Need a Common Identity (Issue 1) Kerchis & Young (2006) Social movements and the politics of difference; Pharr, S. (1988) The Common Elements of Oppressions Reisch, M. (1998) The sociopolitical context and social work method
Week 5 9/26/08	Theoretical Perspectives and the 'isms (ageism, racism, sexism, homophobia, ableism, religionism, etc.) READING QUIZ #1	D'Angelo & Douglas (2008) Is Today's Immigration Debate Anti-Latino (Racist?) (Issue 14) D'Angelo & Douglas (2008) Did Katrina Expose Racism in New Orleans? (Issue 8) Finn & Jacobson (2008) Chapter 5, Theoretical Perspectives (TEXT) Smedley & Smedley (2005) Race as Biology is Fiction, Racism as a Social Problem is Real' Smith, (7/20/07), "Tests of Trainee Doctors find Signs of Bias in Care," Boston Globe article,

		http://www.boston.com/news/local/articles/2007/07/20/tests_of_er_trainees_finded_signs_of_race_bias_in_care?pl=email_to_a_friend
Week 6 10/3/08	Racism as a Social Problem continued Immersion Assignment Plan Due	Anthology (2007) Chapter 8, White Privilege: Unpacking the invisible knapsack D'Angelo & Douglas (2008) Is the Emphasis on a Color-Blind Society an Answer to Racism? (Issue 9) Mazzocco, P. (2006) The dangers of not speaking about race. Mental Health: Culture, Race and Ethnicity: A Supplement to Mental Health, A Report of the Surgeon General (2001), www.surgeongeneral.gov/l ibrary/mentalhealth/cre/
Week 7 10/10/08	Gender, sexism, and heterosexism READING QUIZ #2	Anthology (2007) Chapter 17, Sex and gender through the prism of difference; Anthology (2007) Chapter 21, Toward a theory of disability and gender Finn & Jacobson (2008) Chapter 6, Just get started: Engagement Freire (2007) Chapters 1 and 2
Week 8 10/17/08	Class and Inequality	Anthology (2007) Chapter 12, Growing gulf between rich and the rest of us Anthology (2007) Chapter 16, Broken levees, unbroken barriers Finn & Jacobson (2008) Chapter 7, Just Understanding: Teaching- Learning Freire (2007) Chapters 1 and 2

Week 9 10/24/08	Abelism	Finn & Jacobson (2008) Chapter 8, Action and Accompaniment Freire (2007) Chapter 3
Week 10 10/31/08		Freire (2007) Chapter 4
Week 11 11/7/08	Immersion Assignment Host and Community Work Opportunities	Finn & Jacobson (2008) Chapter 9, Evaluating, Reflecting on, and Celebrating our Efforts
Week 12 11/14/08	Concepts for contemporary social work: Globalization, oppression, social exclusion, human rights, etc. Immersion Project Presentations to Class READING QUIZ #3	Anthology (2007) Chapter 24, Salsa and Ketchup: Transnational migrants straddle two worlds Anthology (2007) Chapter 25, Mexicanness in New York: Migrants seek new place in old racial order Anthology (2007) Chapter 26, Migration and Vietnamese American women D'Angelo & Douglas (2008) Does Immigration Contribute to a Better America? (Issue 2); D'Angelo & Douglas (2008) Do Recent Immigration Trends Challenge Existing Ideas of America's White Identity? (Issue 4) Van Wormer (2005) Concepts for contemporary social work: Globalization, oppression, social exclusion, human rights, etc.
Week 13 11/21/08	Advocacy and Action Immersion Project Presentations to Class Immersion Assignment Due	Anthology (2007) Chapter 63, From the Ground Up Anthology (2007) Chapter 64, Manifesta Anthology (2007) Chapter 65, What does an ally do? Finn & Jacobson (2008)

		Chapter 10, Just Futures: Social Justice-Oriented Practice in the 21 st Century
11/28/08	Holiday Break – University Closed	
Week 14 12/5/08	Advocacy and Action continued Remaining Immersion Project Presentations	Anthology (2007) Chapter 66, Can I get a witness?: Testimony from a hip hop feminist Freire (2007) Chapter 4

VIII. BIBLIOGRAPHY

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ACTIVE LEARNING CONTRACT AND CRITERIA FOR EVALUATION
(of Attendance, Preparation, Contribution – 5% of Course Grade)

Attendance, Preparation and Contribution are more specifically defined in terms of demonstration of professional characteristics of Cooperative, Active, Student-Directed Learning.

The MSSW program is a concentrated and rigorous program. It requires a high level of commitment from you with regard to your professional learning and growth. In addition, it requires you to be:

- a) the “chair” of your learning and growth (both professional and personal) agenda, with the understanding that no one else can do your learning and growing for you, particularly in areas that historically cause you discomfort;
- 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 and growth.

EXPECTATIONS: COOPERATIVE, ACTIVE, STUDENT-DIRECTED LEARNING

__ Participate in (i.e. contribute to) an interactive educational process grounded in course readings, in-class processes, and assignments. All are necessary for an optimal learning experience. We all participate and contribute in different ways.

- If an introvert and/or one who processes internally but rarely finds the words or ideas “in-the-moment” your instructor challenges you, and hope you will challenge yourself to find ways to overtly contribute to class processes. How?
- If an extravert and pretty much use to guiding and/or taking over conversations and group processes, your instructor challenges you, and hope you will challenge yourself to find other ways to overtly contribute to class processes.

__ Through listening, talking together, **READING WITH A CRITICAL EYE**, and offering constructive feedback to your instructor regarding your experience, engaging in dialogue with guest speakers, your contribution to this course will enhance your individual and the overall class learning experience.

__ Adherence to the “Class Discussion and Rules of Participation” that outline respectful and collegial participation in difficult (and often personal) dialogues. Feel free to raise points from these guidelines if/when you encounter barriers to your learning and growth processes.

In sum, this course requires much of student participants. Course processes require reflection and interdependence within a reciprocal system of relationships among all of the members of this (usually rather large) learning community.

CRITERIA FOR EVALUATION

Evidence that you have reflected upon and integrated material learned via readings, class, and assignments.

Evidence of and degree to which your communication is relevant.

Evidence that you are present (mind, body, spirit)

Attendance, students are expected to attend all classes. Given that our schedule includes a session or two that enable time to conduct your work in the library and/or community, students who miss more than two class sessions will receive one course grade lower than their final grade when points are totaled. Excused absences are defined as a documented illness (yourself or your child's inclusive) or death of a family member.

Arrival on time.

Adherence to the NASW Code of Ethics (included in BlackBoard documents, if not in course texts/readings).

I have read and agree to abide by the above cooperative, active, and student-directed learning contract:

Student Name (Print)

Date

Student Signature

Instructor Signature

Date

Class Discussion And Rules of Participation:

Video: *Campus Diversity, Student Voices: University of Michigan, (Sept, 2002-April 2003)*

The primary objective of this viewing and dialogue exercise is to provide class participants an opportunity to begin articulating their own views and experiences with the goal of promoting self-exploration and awareness among discussion participants. A further goal is to highlight the **guidelines for having such interactive discussions** of some of the most difficult topics in our society. If you have a “hidden” that you are uncomfortable sharing, you are not required or compelled to share just to make the grade in this class!

Ground Rules – Class participation and Discussions

The purpose of these rules is to assist and encourage contributions from the largest number of students possible—safety. We are all encouraged that “safety” is an “ideal.”

- Everyone sets their own boundaries for self disclosure with a commitment to pushing the envelope and not sticking with the status quo...stretching and challenging oneself is key for such a course to be meaningful
- Speak from experience and avoid generalizations about groups
- Respect confidentiality
- Personal information shared in the group, stays within the group.
- Allow others equal time to speak and acknowledge what was said before moving on
- Avoid, or rather everyone agree to observe when the response to a participant is criticizing, judging, patronizing, etc. and agree to work on reducing and eliminating these tendencies in our response set
- Respect other’s developmental process, and rights to express and form their own opinions
- Listen to others without interrupting
- Refrain from blaming or scapegoating others
- Focus on your own learning

In-Class Exercise
Campus Diversity, Student Voices: University of Michigan

Pre-viewing Exercise – Split into small groups of three or four. Select a scribe and a reporter who will report to the larger class and turn notes in to the instructor when the discussion time is over. In your small groups, discuss the following questions:

- When were you first aware of yourself as a member of a racial/ethnic group? As belonging to a particular socioeconomic group? And another marginalized/oppresed group that stands out in your experience? What triggered this awareness? What was your response to this awareness?

- When were you first aware of people of other races/ethnic groups? Other socioeconomic groups? And another marginalized/oppresed group that stands out in your experience? What triggered this awareness? What was your response to this awareness?

- When did you first notice that people were being treated differently according to race/ethnic group? Your socioeconomic status/class? And another marginalized/oppresed group that stands out in your experience? What triggered this awareness? What was your response to this awareness?

- When did you first notice that you were being treated different (experience) because of your race? Your socioeconomic status? What triggered this awareness? What was your response to this awareness?

- At what time would you say you are proud of your racial/ethnic identity? Another identity? Your socioeconomic status? What triggered this sense of pride? What was the response of people around you to this sense of pride?