

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

Course Number:	SW 381S	Instructor:	Matt Smith, LMSW
Unique Number:	63665	Phone:	(512) 423-0079 (cell)
Semester:	Fall 2009	E-mail:	mattsmith1@gmail.com
Meeting Time:	Fri 8:30 – 11:30 AM	Office Hours:	Fri 11:30 – 12:30 or by appt
Classroom:	2.118	Office:	3.104a

**FOUNDATIONS OF SOCIAL JUSTICE:
VALUES, DIVERSITY, POWER AND OPPRESSION
(previously HBSE: Cultural Diversity)**

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, student will be able to:

Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research;

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;

Understand the social construction of race and ethnicity, gender, and sexual orientation;

Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices; and;

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

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My role as instructor is to provide students with relevant content (e.g., presentations, readings, and A/V materials) and help them integrate content through assignments, discussions, and experiential activities. My goal is to provide a safe learning environment that allows for the sharing of ideas and perspectives, in-depth critical analysis and integration of the material.

IV. REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

Required Texts:

Adams, M., Blumenfeld, W.J., Castañeda, R., Hackman, H., Peters, M., and Zúñiga, Ximena. (2000). *Readings for Diversity and Social Justice*. New York: Routledge.

Johnson, A. (2006). *Privilege, Power, and Difference*. (2nd ed.) New York: McGraw Hill.

Required Readings:

A course packet of required readings is accessible via Blackboard. A paper copy is on reserve at the Learning Resource Center of the School of Social Work. Course packet is also available for purchase by students at Speedway Printing located at Dobie Mall, 2025 Guadalupe, (512) 478-3334.

Some readings are online. Students are asked to view these readings online rather than in a course packet. This allows students to appreciate the visual context of each reading. Some readings also include links to other resources, which students may choose to explore; or reader comments about the topic, which are also optional and potentially useful.

Recommended Reference Texts:

Appleby, G.A., Colon, E., and Hamilton, J. (2007). *Diversity, Oppression, and Social Functioning*. (2nd ed.) Boston: Allyn & Bacon.

Freire, P. (2009) *Pedagogy of the Oppressed*. (30th Anniversary Edition). New York: Continuum.

NB: Excerpts from each text are included in the reading packet. The entire text is recommended for students who wish to develop their library on the subject.

V. COURSE REQUIREMENTS

1) Active Learning Contract: Cooperative, Active, Student-Directed Learning (30 points)

The M.S.S.W. program is a concentrated and rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you, b.) aware of external or internal distractions keeping you from the “here and the now” purpose and successful completion of this course, and c.) responsible for participating fully, finding information, and challenging yourself to facilitate your learning.

Instructor will award ten of the active learning points based upon observation. Students will award themselves the remaining points based on how well they fulfill the goals outlined in the Letter to the Instructor (below).

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) are 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. Talking together includes raising questions, expressing your viewpoints, and engaging in small and large group discussions and experiential exercises.

All members of the class are expected to participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.

Instructor's Evaluation (10 points):

Evidence that you have reflected upon and integrated material.

Degree to which your communication is relevant.

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

Strong attendance (more details below under Course Policies).

Arrival on time.

Adherence to the NASW Code of Ethics (included in required reader).

Assignment: Letter to the Instructor (20 points)

Due: September 4, 2009

You will write a letter from the perspective that you have already completed this course. The letter will begin: *The reason I earned an A for my participation in this course is because...* and will go on to explain what you accomplished over the course of the semester. Your letter may answer the following questions:

What did your A-level effort look like? How did you use this course to develop as a person and as a social worker? What did you do to achieve the learning that made this course a meaningful experience and worthwhile investment of your time/energy/money? How is all this important for your career as a social worker?

The contents of the letter will represent your own goals for the course. The letter will be turned in, reviewed by the instructor for the purpose of understanding your learning goals, and returned.

At the end of the semester, you will be asked to review the letter, assess how well you have fulfilled these goals, and grade this assignment accordingly.

(Even though this assignment is graded by you, the instructor will deduct points as per class policies if it is turned in late.)

2) Weekly Reflections (12 points)

This weekly short essay (1-2 pages, or 2-3 pages longhand) is a time to reflect on a social justice issue at your “growth edge.” That is, it should be an issue that is fresh for you and a part of your learning process. It may be a reflection on your own life and experience. Or you may reflect on a societal issue that has your attention, an experience in class or at your internship, or something you encounter in the course materials. If concepts from the classroom or required reading are relevant to your reflection,

Reflection essays will be reviewed and comments provided by the instructor. Turning in an essay is worth one point, and turning in all 12 assignments will earn the full 12 points towards the final course grade.

The instructor will consider a student’s weekly reflections, together with other factors, in determining the Instructor’s Evaluation as described above.

3) Pop Quizzes (10 points)

These two quizzes will test students’ grasp of the course’s core concepts as presented during class and/or in required readings. Each quiz is worth five points. The date of each quiz will not be announced in advance.

4) Assignment: Cultural Competence (22 points)

Plan due: September 18, 2009

Paper due: October 16, 2009

The purpose of this assignment is to learn about a population-at-risk different from your own. It is designed to provide 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 monitoring one’s own values and cultural influences. Finally, it is an opportunity to build skills in the development of cultural competence, which is an ongoing piece of every social worker’s career.

The assignment culminates with a 7-10 page paper. Cultural competence is about both learning new information and building comfort around difference. Your paper should be informed by formal, academic sources (i.e., practice and research literature) as well as your own exploration of the population. This might take the form of visiting spaces relevant to that community (including actual physical spaces as well as online, music, literature, etc), speaking with members of the population about their experiences, speaking with allies of the population, etc. Also consider your prior exposure to and perceptions about the population-at-risk, including personal experiences, media portrayals, perspectives you have learned from other people in your life, and/or other influences.

Your paper should:

- Situate your perspective based on your own experience, cultural background and personal/family history
- Review the literature on the population you have chosen in terms of culture and issues relevant for social justice and social work
- Cover culture, oppression/privilege, and intersections of identities as these relate to the population you have chosen
- Explore implications for applying social justice approaches to influence assessment, planning, access to resources, intervention and research
- Share insights from your personal exploration of this population. What surprised you about the things you learned/observed and the ways you reacted to them? What implications does this have for your practice of social work?

In this paper it is intended that you demonstrate an understanding of the textual material, research concepts and ideas, examine your own experience as relevant, and present all this in a coherent and professional way. Papers should include cogent integration of relevant social justice concepts, thoughtful efforts to understand another group's perspective, and consideration of micro, meso, and macro level challenges facing the population.

Students are asked to submit a plan to the instructor identifying the population-at-risk you will study and your ideas for how to learn about this population (deadline Sept. 18, whether you've started your assignment or not).

5) Group Assignment: Critical Analysis and Strategic Action Paper/Presentation (25 points)

Plan due: October 30, 2009

Paper due: December 4, 2009

Presentations – November 13-December 4, exact schedule TBD

During the course of this seminar, the readings, lectures, videos, and class discussions touch on many pressing social justice issues. The purposes of this 15-20 page paper and presentation are to:

- Assist in your integration of the course content
- Sharpen your critical analysis skills
- Assist you in looking beyond individual-level problems to identify the broader, structural, ecosystemic factors that compromise the well-being of individuals, families, and communities
- Give you practice in progressing from the critical analysis and identification of a social problem to formulating a viable social action plan

Groups are asked to submit a plan to the instructor identifying the issue/population you have chosen (deadline Oct. 30, whether you've started your assignment or not).

Paper (15 points)

Your 15-20 page paper should include the following sections:

- a. Abstract. Provide a paragraph describing the content of the report.
- 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. In addition, identify theory or theories that assist in the understanding of the social justice issue. At a minimum, you must search the Social Sciences Abstracts and cite at least ten key studies.
- d. Critical Analysis: 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)/ intervention on the micro, mezzo and macro levels.

Criteria for evaluation:

- Coherent description of the problem.
- Quality of synthesis of relevant literature.
- Quality of critical analysis, including balanced discussion of opposing viewpoints.
- Clarity and viability of social action plan.
- Conformity to Manuscript Guidelines (attachment)

Poster Session & Handouts (15 points)

Poster Session (10 points): The purpose of the poster session is to share with classmates information that is important for social workers to know about the issue you have analyzed.

Just as you would in a professional conference poster session, you will prepare a poster (3-Fold/36" high/48" wide [unfolded]) with print and graphics highlighting the findings from your paper. The poster should have 3 sections:

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

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

Handouts (5 points): The purpose of this assignment is to share what you have learned and to educate your colleagues about the social justice issue. Present a 1 page 2 sided handout and bring copies for the class and instructor.

- Front: a description of the social justice issue along with a summary of the primary scholars who have addressed this issue.
- Back: an annotated bibliography of the 10 most useful evidence based sources related to this issue (include APA style reference with a 2-3 sentence summary of the article).

Criteria for Evaluation. Your handout will be evaluated based on:

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

Summary of Course Requirements and Grading Structure:

Active Learning Contract (30 points: 10 by instructor, 20 from Letter to the Instructor)

Weekly Reflections (12 points)

Pop Quizzes (5 points each, 10 points total)

Cultural Competence assignment (18 points)

Critical Analysis and Strategic Action assignment (30 points)

GRADING SCALE

100 - 94 = A

93 - 90 = A-

89 - 87 = B+

86 - 84 = B

83 - 80 = B-

79 - 77 = C+

76 - 74 = C

73 - 70 = C- (Class failed/no credit: 73 and below)

69 - 67 = D+

66 - 64 = D

63 - 60 = D-

59 and below = F

VI. Class Policies

Attendance and Absence

Students are expected to attend class weekly and on time as discussed above. Students who are absent after the break will be considered absent for the entire class unless prior arrangements are made with the instructor.

If a student misses more than two classes unexcused, two points per missed class will be deducted. (i.e., 3 absences = 6 points deducted) Excused absences are defined as a documented illness or death of a family member, or an anticipated absence that the instructor has approved at least one week in advance.

If a student misses a graded quiz or presentation during an excused absence, the student will have an opportunity to make up the missed work.

Due Dates

Except under extremely unusual circumstances, assignments must be completed and turned in at the beginning of class on the due date. One point will be deducted for each day an assignment is late. (The deduction is not 1% of that assignment – rather, 1 point of the total points the assignment is worth towards the final grade.) Late assignments must be turned in either in person to the instructor or by email.

Extensions will be granted for documented illness or death of a family member. Extensions for any other purpose must be requested one week in advance and approved by the instructor.

Written Assignments

Papers will be graded for content, structure, and effective use of language (including diction, grammar/spelling, and composition). The length specified for papers does not include pages used for references or cover page (if any).

Student-Instructor Collaboration

The instructor is committed to being accessible to students. Phone calls and emails will get a response the same day if possible, or within 48 hours at the most. If you are concerned about your learning or class performance, the instructor is more than willing to work with you. The instructor can meet with students privately either before or after class, or by appointment.

Student feedback about the class is encouraged, whether in class, by appointment, or during office hours. The instructor will also provide regular opportunities for students to provide anonymous feedback. Feedback from students helps the instructor stay responsive to students' learning needs.

Small Group Issues

Small groups are expected to resolve challenges within their group context. The instructor is willing to serve as a consultant if groups have worked diligently to resolve their difference but have been unsuccessful.

Use of Blackboard in Class

The instructor 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.

VII. General University Policies:

The University of Texas Honor Code

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

Professional Conduct in Class

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

Policy on Scholastic Dishonesty

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

Documented Disability Statement

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

Religious Holidays

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

VIII. COURSE SCHEDULE

DATE	TOPICS	READINGS AND ASSIGNMENTS ¹
<p>Week 1 Aug. 28</p>	<p>Introduction to the course Student introductions Review of the syllabus</p>	<p>Johnson – Introduction; Ch. 1: <i>Rodney King’s Question</i> Appleby et al – excerpt from Ch. 1: <i>Framework for Practice</i>, pp. 7-10 NASW Code of Ethics (reader)</p>
<p>Week 2 Sept. 4</p>	<p>Identity and the Social Construction of Difference</p>	<p>Johnson – Ch. 2: <i>Privilege, Oppression, and Difference</i>, pp. 12-21 Appleby et al – Ch. 2: <i>Culture, Social Class, and Social Identity Development</i>, and Ch. 3: <i>Ethnic Identity Development</i>, pp. 16-50. (reader) Adams et al – Ch. 1: <i>The Complexity of Identity: ‘Who Am I?’</i>, and Ch. 2: <i>The Cycle of Socialization</i>, pp. 9-21.</p> <p>Recommended: “dglenn” – <i>Semantics, Gender, and ‘Cis’: An Important Message about Vocabulary</i> (online) “The Unapologetic Mexican” – <i>Quien?</i> (online)</p> <p>Assignments Due: Letter to the Instructor Weekly Reflection</p>
<p>Week 3 Sept. 11</p>	<p>Power, Privilege & Oppression</p>	<p>Johnson – Ch. 2: <i>Privilege, Oppression, and Difference</i>, and Ch. 3, <i>Capitalism, Class, and the Matrix of Domination</i>, pp. 21-53. Appleby et al – Ch. 4: <i>Dynamics of Oppression and Discrimination</i> 51-67 (reader) Adams et al – Ch. 3, <i>Prejudice and Discrimination</i>, pp. 21-30.</p> <p>Recommended: McIntosh – <i>White Privilege: Unpacking the Invisible Knapsack</i> (online) Wise – <i>When Blacks Attack</i> (online)</p> <p>Assignments due: Weekly Reflection</p>

¹Note: Readings listed under the Sept. 4th class are to be completed prior to that class, and so on. Readings listed under the first class, August 28th, will be covered that day in class.

<p>Week 4 Sept. 18</p>	<p>Power, Privilege & Oppression (con't)</p>	<p>Johnson – Ch. 4: <i>Making Privilege Happen</i>, Ch. 5: <i>The Trouble With The Trouble</i>, Ch. 6: <i>What It All Has to Do with Us</i>, and Ch. 7: <i>How Systems of Privilege Work</i>, pp. 54-107</p> <p>Adams et al – Chapter 4, <i>Discrimination Comes in Many Forms</i>, and Chapter 5, <i>Five Faces of Oppression</i>, pp. 31-49.</p> <p>Recommended: “Cara” – <i>On White Privilege</i> (online) Frye – <i>Oppression</i> (reader)</p> <p>Assignments due: Weekly Reflection Plan for Cultural Competence assignment</p>
<p>Week 5 Sept. 25</p>	<p>Consciousness-Raising and Resistance</p>	<p>Johnson – Ch. 8: <i>Getting off the Hook: Denial and Resistance</i>, pp. 108-124</p> <p>Freire – <i>Pedagogy of the Oppressed</i>, Ch. 1, pp. 43-69</p> <p>“Holly” – <i>Sixteen Maneuvers to Avoid Really Dealing with Racism</i> (online)</p> <p>“The Unapologetic Mexican” – <i>The Glosario</i> (online)</p> <p>Jensen – Video: <i>The Color of the Race Problem is White</i> (online)</p> <p>Assignments due: Weekly Reflection</p>
<p>Week 6 Oct. 2</p>	<p>Specific Identity Constructs and Populations at Risk: Class and Classism; National Identity and Nationalism; Colonialism and Globalization</p>	<p>Adams et al – Section 7: <i>Classism</i>, pp. 379-446; Ch. 21: <i>Jews in the U.S.: The Rising Costs of Whiteness</i>, pp. 138-144.</p> <p>Madrid – <i>Missing People and Others</i> (reader)</p> <p>Rubin – <i>Is This a White Country, or What?</i> (reader)</p> <p>Waters – <i>Optional Ethnicities</i> (reader)</p> <p>Ehrenreich & Hochschild – <i>Global Woman</i> (reader)</p> <p>Assignments due: Weekly Reflection</p>
<p>Week 7 Oct. 9</p>	<p>Specific Identity Constructs and Populations at Risk: Race and Racism</p>	<p>Adams et al – Section 2: <i>Racism</i>, pp. 61-132</p> <p>Heath – <i>Held Suspect</i> (online)</p> <p>Wright – <i>The Assault on the Black Middle Class</i> (online)</p> <p>Pharr – <i>The Jena Six: Schools, Prisons, Guns – Black, White, Young</i> (online)</p> <p>Sen – <i>The White Supremacist in Us</i> (online)</p> <p>Assignments due: Weekly Reflection</p>

<p>Week 8 Oct. 16</p>	<p>Specific Identity Constructs and Populations at Risk: Gender and Sexism</p>	<p>Adams et al – Section 4: <i>Sexism</i>, pp. 199-260 Harding – <i>When Sports Culture Meets Rape Culture</i> (online) “sally darity” – “<i>Are You Stuck on ‘Manarchy?’</i>” <i>Poor Communication Can’t Smash Patriarchy</i> (online) Anonymous – <i>Are You A Manarchist?</i> (online)</p> <p>Assignments due: Weekly Reflection Cultural Competence paper Hope you're doing great.</p>
<p>Week 9 Oct. 23</p>	<p>Specific Identity Constructs and Populations at Risk: Sexual Orientation, Gender Identity, and Heterosexism</p>	<p>Adams et al – Section 5: <i>Heterosexism</i>, pp. 261-318 Pharr – <i>Homophobia: A Weapon of Sexism</i> (online) Burroway – <i>Are Gays a Threat to Our Children?</i> (online) “arionhunter” – <i>Untitled “Trans Bingo”</i> (online) “dglenn” – <i>Semantics, Gender, and ‘Cis’: An Important Message about Vocabulary</i> (online)</p> <p>Recommended: Queerty - Video: <i>A World Where ‘Breeder’ Is a Slur, Not ‘Faggot’</i> (online) Rose – <i>Untitled “Website front page” and Our Lives/Our Stories/Our Selves</i> (online) Schilt – <i>Passing (Or Not) at the Pool</i> (online)</p> <p>Assignments due: Weekly Reflection</p>
<p>Week 10 Oct. 30</p>	<p>Specific Identity Constructs and Populations at Risk: Age, Agism, and Adulthood; Ability and Ableism</p>	<p>Adams et al – Section 6: <i>Ableism</i>, pp. 319-378 Koroknay-Palicz – <i>Agism vs. Adulthood</i> (online) Sazama and Young – <i>Tips from Young People on Good Youth/Adult Relationships</i> (online) APA Office on Aging – <i>Elder Abuse and Neglect: In Search of Solutions</i> (online)</p> <p>Assignments due: Weekly Reflection Plan for Critical Analysis assignment</p>
<p>Week 11 Nov. 6</p>	<p>Group work day – no class</p>	
<p>Week 12 Nov. 13</p>	<p>Critical Analysis and Strategic Action Presentations</p>	<p>Assignments due: Weekly Reflection</p>

Week 13 Nov. 20	Critical Analysis and Strategic Action Presentations	Assignments due: Weekly Reflection
Nov 27	No class – Thanksgiving holiday	
Week 14 Dec. 4	Critical Analysis and Strategic Action Presentations Looking Forward End-of-Semester Celebration	Johnson – Ch. 9: <i>What Can We Do?</i> , Adams et al – Section 8: <i>Working for Social Justice: Visions and Strategies for Change</i> , pp. 447-498 Assignments due: Weekly Reflection Critical Analysis paper

IX. Reference List

The following list of supplemental readings are **required**. Copies of printed materials are available on Blackboard, on reserve in the Learning Resources Center, and available for purchase at Speedway Printing. Online materials may be found at the specified URL.

Anonymous. *Are You A Manarchist?* Retrieved from <http://www.anarcha.org/sallydarity/AreyouaManarchist.htm>

APA Office on Aging. *Elder Abuse and Neglect: In Search of Solutions*. Retrieved from <http://www.apa.org/pi/aging/eldabuse.html>

Appleby, G.A., Colon, E., and Hamilton, J. (2007). *Diversity, Oppression, and Social Functioning*. (2nd ed.) Boston: Allyn & Bacon.

Burroway, J. (2006) *Are Gays a Threat to our Children?* Retrieved from <http://www.boxturtlebulletin.com/Articles/000,002.htm>

“arionhunter.” *Untitled “Trans Bingo.”* Retrieved from <http://arionhunter.insanejournal.com/6918.html>

“Cara.” (2007) *On White Privilege*. Retrieved from <http://thecurvature.com/2007/05/31/on-white-privilege/>

“dglenn.” (2009) *Semantics, Gender, and ‘Cis’: An Important Message about Vocabulary*. Retrieved from <http://dglenn.dreamwidth.org/1588929.html>.

- Ehrenreich, B. and Hochschild, A. R. (2007) *Global Woman*. In Andersen, M. L. and Collins, P. H. (Eds.), *Race, Class, and Gender: An Anthology* (Seventh Edition, pp. 43-45). Belmont, CA: Wadsworth.
- Freire, P. (2009) *Pedagogy of the Oppressed. (30th Anniversary Edition)*. New York: Continuum.
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