The mandate of EBP to consider client factors compels us to identify the best available information about different cultures, social class, sexual orientation, poverty, gender, and other factors essential to practice. It is critical that social workers have the ability to assess clients' values, preferences, and characteristics that are relevant to the issue at hand. This is partly a combination of learning about others (e.g., diversity, human behavior, etc.) and interpersonal skills. Even in cases in which a clinical social worker may be trained in a well-researched EBP, research may be incomplete regarding how to apply that intervention with clients who have differing cultural backgrounds. Dealing with potential tensions among evidence, practitioner judgment, and client situation is an advanced skill. This course prepares students to recognize these challenges and respond to them effectively by drawing on the best available evidence.

II. MSW COMPETENCIES Addressed in This Course

| Demonstrate Ethical and Professional Behavior | C1 | Emphasized |
| Engage Diversity and Difference in Practice  | C2 | Introduce  |
| Advance Human Rights and Social, Economic, and Environmental Justice | C3 | Emphasized |
| Engage in Policy Practice                   | C5 | Reinforced |
| Engage with Individuals, Families, Groups, Organizations, and Communities | C6 | Reinforced |

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the
student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the [Disability Resource Center](#), a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual's pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [Brown Communications Lab](#). If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or
attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:
The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.
There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.
Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS
All other course readings will be provided via electronic access or on Canvas.

Recommended Reading:

VI. ORGANIZATION OF COURSE
This three-hour course will be held once a week and will consist of lectures, large and small group discussions, activities, films and skills training. Skills gained in this course comply with the CSWE standards for Master’s level social work education and the NASW Code of Ethics. In this course, students will learn and practice multiple skills related to identifying and addressing prejudice and discrimination in social work practice. These collectively represent components of a diversity toolbox to address power differentials, prejudice and discrimination.

VII. ROLE OF FACULTY AND STUDENT

Class Expectation: It is my expectation that we all adhere to these simple principles as we embark on this journey together: We all belong. We will do no harm. We will repair the harm we have done.

Class Attendance: You are expected to attend class and participate in class. Please contact me as soon as possible if an emergency comes up or if you will be out of town during a scheduled class time.

Personal Positions: Each one of us has our own opinions, perspectives, and experiences. In this class, I expect that you will share yours, as we all learn from each other. I also expect that you respect the opinions, perspectives, and experiences from other classmates. I, too, hold my own opinions, perspectives, and experiences that may differ from your own. Feel free to state your opinions whether or not they agree with mine. Disagreement with my position on any particular issue will NEVER affect your grade.

Course Assignments: Late assignments are not accepted (outside of emergency circumstances) and will be assigned the grade of zero. Please note both due dates and times of all assignments. If you turn in an assignment over five minutes late, it will be deemed to be late. I do not allow rewrites, so please do not ask for one. Please contact me as soon as possible if you have a situation that requires special attention.
Email: Please check your email regularly. This is the primary way I will communicate with you outside of class.

Writing Help: Writing is a skill and good writing is required for the receipt of a high grade. I highly recommend you submit drafts of your Issue Analysis to the Writing Center to ensure the proper use of grammar, thoroughness of thought and clear expression of ideas. Be sure that your papers and citations follow the APA format.

Instructor Availability: If you would like to meet with me outside of class, please send me an email (christopher.fan@bjc.org). Email is your best resource for communicating with me.

Preferred Name: If you would like to use a name other than your legal name for the purposes of this course and your time at Brown, please let me know. Washington University recognizes that many students prefer to use names other than their legal ones to identify themselves. As long as the use of this preferred name is not for the purposes of misrepresentation, the university acknowledges that a “preferred name” can and should be used where possible in the course of university education and communication. This policy is limited to first names and not surnames or family names. The university will attempt to display preferred first name to the university community where feasible and appropriate and make a good faith effort to update reports, documents and systems accordingly. As such, the student’s preferred first name may be used in the university directory, communications (e.g., press release to hometown newspapers), class rosters and other documents, except where the use of official name of record is required. The student’s official name of record will remain unchanged in all university-related systems and reports.

[NOTE: A preferred name will not be shown on certain records, including paychecks, payroll records, transcripts, enrollment verification, medical records, financial aid documents and other records which require use of an official name of record. Students who wish to change their official name of record must submit official documentation (e.g., court order, divorce decree) directly to the Office of the University Registrar and Human Resources, if also employed.]

VIII. ASSIGNMENTS AND GRADING CRITERIA

Assignments Breakdown:

i. Class Participation – 20% of your final grade
   I fully expect everyone to participate in class dialogue. The learning is not the same if only a few people speak all semester. We learn best when we learn from each other, and thus you will be graded on your participation. Personal and professional growth cannot occur without your individual willingness to participate, to affirm, to dissent, and to challenge yourself.

ii. Leaning Into Discomfort Paper – 10% of your final grade
   Due by: Week 5, September 25 before start of class
   Committing to social justice, inclusion, and equity requires you to be willing to explore your own areas where you have the opportunity to grow.

   Committing to social justice, inclusion, and equity requires you to be willing to explore your own areas where you have the opportunity to grow.

   In three to four pages, discuss what personal identities of yours do you struggle with? What personal experiences have you had? What academic or professional experiences have you had?
What about your own personal identities can create barriers to your being able to fully commit to social justice, equity, and inclusion work?

Please bring three (3) copies of your paper for group discussion, and please submit a pdf copy to Blackboard for grading.

iii. **Current Affairs in Social Justice Analysis – 10% of your final grade**  
**Due by:** Various Weeks  
**a. Current Affairs Presentations (2) -**  
During the first week of the course, you will be assigned two (2) different weeks to present current issues regarding social justice. Each presentation requires:

- **Three page (double-spaced) paper:**
  - Summarize the issue/event
  - Why is it a social justice issue?
  - What identity group(s) is this affecting?
  - What is the most/least ideal outcome you believe could happen?

- **Oral Presentation:**
  - Summarize the issue/event
  - Why is it a social justice issue?
  - Come up with two to three questions to ask the class for them to discuss around the issue

You will submit the written portion of the presentation by **noon (12:00pm)** on the **Monday** prior to the class of your designated weeks. Please post your written analysis on Canvas site.

All posted assignments will be visible to your classroom peers and you should read each other’s analyses.

It is also an expectation for your peers to comment on your analyses.

iv. **Digital Citizenship Assignment – 10% of your final grade**  
**Due by:** Week 12, November 13 before start of class

Being a good digital citizen is more than knowing your way around the Internet and other digital pathways. It’s about connecting and collaborating in ways you didn’t even know were possible. It is important to understand your impact on others, and the impact others may leave on you. Understanding such things as self-image and identity, just communication, and cyberbullying and digital drama are essential to the newer facet of social work and social justice work.

Your assignment:

- Pick whatever digital platform you wish to use (e.g. Facebook, Twitter, a Discussion Board, etc.) that gives you the ability to interact with other individuals
- Choose a topic you are very passionate about and either start a new thread/discussion or join a discussion already at hand
- Engage in two out of three ways:
  - Be a unyielding warrior – don’t back down from your position, and continue to prove whoever disagrees with you wrong
  - Be an empathic broker – try to understand where people are coming from and find common ground
- Be a *troll* – always find ways to poke holes on someone’s explanation or attempt to continuously derail the conversation, use whataboutism, etc.
  - Either copy/paste or screenshot your discussion involvement. Attach that to a two-ish page summary of how you felt it went and what you learned from the experiences and how that applies to social justice work.
  - Submit to Canvas before start of class.

v.  **Letter to the Editor – 10% of your final grade**  
**Due by: Week 8, October 16 before the start of class**

A quick guide to writing a Letter to the Editor - [http://www.ncte.org/action/write](http://www.ncte.org/action/write)

Writing succinctly is a very powerful advocacy tool that can bring attention to a topic you are deeply passionate about. Writing long prose, essays, and papers are actually easier than shorter pieces. Being able to write a Letter to the Editor will expand your ability to reach a multitude of different people in a forum that is still widely accessed by many citizens.

Choose a paper (digital or print) that you follow and write a Letter to the Editor regarding something you are passionate about that is timely and relevant to the paper (i.e. don’t write about a topic about New York City if you’re submitting to the Kansas City Star). Be sure to follow all rules and directions from the newspaper or news media site.

Submit a copy of your Letter to the Editor to Blackboard, and please let me know which newspaper or news media site you submitted to.

Please also share in celebration if and when you are published!

vi.  **Civil Rights/Resistance/Protest Assignment – 10% of your final grade**  
**Due by: Week 11, November 6, BRING TO CLASS or submit prior to start of class**

Let your artistic nature run wild for this assignment! The history of civil rights, human rights, resistance, and protest is not merely political – but deeply rooted in the artistic and cultural. Some may even say that all art is inherently political.


Bring whatever you create to class and we’ll discuss. 😊

If you need inspiration, this is where I would encourage you to immerse yourself in the neighborhoods, history, people, and places of the St. Louis community. Go to an art exhibit. Go to a community event. Grab coffee with a community member or community leader. Explore a neighborhood with some friends or classmates.

I would also recommend visiting the Kemper Art Museum’s exhibition *Truths and Reckonings: The Art of Transformative Racial Justice* |  
[https://www.kemperartmuseum.wustl.edu/exhibitions/13113](https://www.kemperartmuseum.wustl.edu/exhibitions/13113)
vii. Issue Analysis Paper – 30% of your final grade
Due by: Week 14, December 4 before the start of class

When doing social justice work, you need the skills to be able to present your position in various ways to appeal to various audiences. The objectives of this project are to learn how to spot a disparity in social and economic justice (an issue of privilege/oppression), and analyze it in long form on an academic level from multiple perspectives.

It is critical in your professional work, especially if it includes social justice and diversity, to understand multiple perspectives and the ability to engage with people, groups, and communities that may align and/or differ from your own. The ability to respectfully and openly engage in discussion and dialogue is essential in our work and to make meaningful change.

You will first identify a “real world” issue where disparity in social and economic justice is apparent. Think about your life and pick an issue that is important to you.

Example projects include:
- Mapping privilege and oppression racial diversity in St. Louis – what the “color lines” are for everyday life.
- Chronicling issues of transgender youth versus those of cisgender youth.
- Identifying privilege and oppression within the disability community—who is privileged and who is oppressed and what that looks like.
- Highlighting the philosophies of Black Lives Matter vs. Police Lives Matters or All Lives Matter
- Systemic policies focused on redlining or restrictive covenants
- Higher Education and sexual assault

The Issue Analysis Paper should contain the following:
1. A 1-page informative abstract that describes your issue analysis paper.
   a. The informative abstract presents and explains all the main arguments and the important results and evidence; and also includes the results and conclusions of the research and the recommendations of the author
2. A specific description of the issue, including the disparity (which group is privileged and which is oppressed—define these groups), the history leading up to or documenting this disparity and what the differential outcomes are based on population diversity characteristics (current statistics).
3. Discussion of the issue, including how it manifests at the:
   a. Individual/Micro—this section should be focused on two real or fictional stories, one showing how the disparity affects a privileged person and the other showing how the disparity affects an oppressed person;
   b. Population/Group/Mezzo—this section should show how the disparity manifests in typical group-type issues (e.g. education, employment, transportation, housing, health, mental health, etc.). This section should show the impact of the disparity on groups of people privileged by the disparity and groups of people oppressed by the disparity; and,
   c. Structural/Institutional/Macro—this section should discuss the laws, policies and/or institutions that maintain the disparity, keep the privileged group privileged and the oppressed group oppressed.
Your Mezzo and Macro section will be subdivided into two sections. As we have discussed throughout the semester, it is vital that we have a 360 understanding of every issue. In the same vein, both sections will have subsections, fully supported by research, as follows:

i. One subsection will **affirm the stance you would personally and/or professionally take** on the particular topic you choose.

ii. One subsection will **affirm the stance you would not personally and/or professionally take** on the particular topic you chose.
   - Both subsections (in both the Mezzo and Macro sections) will respectfully present arguments supporting that perspective.

***This three-level description represents the bulk of your paper.*** Discussion in this section should be supported by evidence that is appropriately cited using the APA format.

4. **Discussion of social and cultural values or norms** as they relate to the issue and resultant disparities. How are the messages of who is privileged or oppressed maintained in our normal lives? Media, education, religious teachings could be some general examples about how norms are formed and maintained.

5. **Recommendations** about how disparities related to this issue can be reduced or eliminated and identification of key stakeholder(s) to participate in the development of interventions at the individual, group and structural levels.

**Due date for Issue Analysis Paper:** December 4, 2017 by the start of class

**Paper style:** This is a professional analysis, not an essay. This paper should make a persuasive argument, but not a biased one. You are expected to use evidence to support your statements and cite your references in the traditional APA style, including references within the text of the document and a “References” page at the end of the document. Moreover, pursuant to APA style, you are expected to use headings and sub-headings to denote paper sections and create a unified document. Your paper must include a title page with the title of your paper, the date submitted, this class name and your name. You must have page numbers and it must be double-spaced.

**Grading Scale:**

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<th>Score Range</th>
<th>Grade</th>
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<td>95% -100%</td>
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<td>90%-94%</td>
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<td>87%-89%</td>
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**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

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<th>Graded Assignments</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
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<tr>
<td>Leaning Into Discomfort Paper</td>
<td>C1</td>
<td>Knowledge/Skills/Cognitive and</td>
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<td>Affective Processes/Values</td>
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<td>Current Affairs in Social Justice Presenta</td>
<td>C2; C3; C5</td>
<td>Knowledge</td>
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X. COURSE OUTLINE

Week 1: August 28 – Introduction to SJHD

Required Readings: None

Week 2: September 4 - Norms and the Process of Social Construction

Critical Analysis: What is a “norm”? How does the “Cycle of Socialization,” as defined by Harro, help create or perpetuate cultural norms? Select two of the readings for this week and discuss the process of norms in relation to these readings. Compare and contrast how the authors use norms to identify and/or discuss social and economic justice disparities as they relate to diversity.

Required readings:


• Biss, Eula (2009). Notes from No Man’s Land: American Essays (pp. 3-11). Minneapolis, Minnesota: Graywolf Press.


**Week 3: September 11 – Privilege, the Price of Privilege, and its Role in Social and Economic Justice Disparities**

**Food for Thought:** Based on the readings, how would you define “privilege”? How do you feel about this concept? Do you believe people can be privileged and unprivileged at the same time? Based on the Steele reading, how do these privileges (or lack of) manifest in social and economic justice disparities? What do you think of Khan’s concept of “finding your place”? How do Gay’s ideas resonate with you?

Discuss the costs of privilege for each participant, the target (unprivileged) and agent (privileged). Does one participant get a “worse deal”? Discuss the costs and benefits of privilege as described in the Staples, Coates, Levine, and Pittelman readings. How does privilege influence daily decisions for social workers and other helping professionals, as detailed in the Fadiman chapter. What does the Social Work Code of Ethics say about privilege?

**Required readings:**


• Coates, David (2004). This is My Story (pp. 31-42). In Walker, Rebecca. What Makes a Man: 22 Writers Imagine the Future. New York: Penguin.


• Staples, B. Just Walk on By: A Black Man Ponders his Power to Alter Public Space. http://faculty.smu.edu/nschwart/2312/Walkonby.htm


Week 4: September 18 - Tolerance and Its Fit with Social and Economic Justice

Food for Thought: Drawing from the readings, what is the difference between recognizing, appreciating, tolerating and accepting differences relating to social, cultural, religious, economic and political diversity? What do you think social work practice can and should strive for and why? How does tolerance fit into the concept of immigration? What does it mean to be “PC” (politically correct) and is this designation helpful or harmful (or both)?

Required readings:


Week 5: September 25 - Deconstructing Diversity and Power by Lookism and Sizeism

Leaning into Discomfort Assignment is due before class

Food for Thought: Based on the readings, what is beauty? Who “wins” in the battle over appearance? Can you be beautiful and overweight? Healthy and overweight? If men are affected by lookism and sizeism, is their treatment the same or different than that given to females? Do you think we should offer legal protection for victims of look/size discrimination? Is the issue of sizeism on airlines valid? What would be another solution (or is there one)?

Required readings:


• Terkel, Amanda and Grim, Ryan (2016, July 7). Roger Ailes Clearly Underestimated Gretchen Carlson. From http://www.huffingtonpost.com/entry/roger-ailes-gretchen-carlson_us_577e60c0e4b01edea78cacfb


Week 6: October 2 - Deconstructing Diversity and Power by Race and Ethnicity

Guest Presenter: Harlan Hodge / Senior Manager, Diversity & Inclusion | Barnes-Jewish Hospital

Food for Thought: Based on the readings and your opinions, what is the definition of “racist”? What does it mean to be “color blind” and is this designation harmful or helpful? How much freedom do you think we each have to choose our racial/ethnic identity? How do you feel about the argument put forth in Leary’s chapter? Based on Martinez, Yellow Bird, Santa Cruz et al., and Wu, why do you think that, in the United States, racism is seen as mainly a Black-White issue and what are the effect(s) of this binary viewpoint?

Required readings:

http://www.huffingtonpost.com/entry/on-being-black-woke-and-dating-white-people_us_591324fee4b05e1ca203b506ncid=engmodushpmg0000003


• Lopez, G. (2017). Research says there are ways to reduce racial bias. Calling people racist isn’t one of them. https://www.vox.com/identities/2016/11/15/13595508/racism-trump-research-study


A Baby’s Story: The Muddled/Not Muddled World of Sex, Gender and Sexual Orientation

Week 7: October 9 - Deconstructing Diversity and Power by Sex
Guest Speaker: Tishaura Jones | Treasurer | St. Louis City
Food for Thought: What is your definition of “feminism”? Do feminism and femininity work together or against each other? Where do catcalls and other forms of interest fit? Pink ribbons and Disney Princesses—do they really hurt girls and women? Based on the readings, are men hurt by male privilege? What stood out to you from the Intersex readings?

Required readings:


• Lewak, Doree (2014, August 18). Hey Ladies—Catcalls are flattering! Deal with It! From http://nypost.com/2014/08/18/enough-sanctimony-ladies-catcalls-are-flattering/

• Playboy’s Infographic on Catcalling. From https://spicetithers.wordpress.com/2014/08/26/shut-it-down-catcalling/


• Intersex FAQ. The Intersex Initiative at http://www.intersexinitiative.org/

Week 8: October 16 - Deconstructing Diversity and Power by Gender

Food for Thought: Gender, separate from sex, is being discussed in mainstream media more than ever before. What stories do you generally hear told in the media? How have you been conditioned by gender roles? How have you conditioned others? As society makes more room for discussions on gender identity, what discussions are you comfortable and uncomfortable with? What questions do you have about gender and gender identity?

Required Readings:

Week 9: October 23 - Deconstructing Diversity and Power by Sexual Orientation

Food for Thought: Many people say the U.S. is currently in an active civil rights expansion for LGBT rights, as noted by the readings. However, many others think that marriage was the wrong battle. What do you think and why? Kailey presents the argument that the trans* community has a strong place within the LGB world. Do you agree or disagree and why? Based on the readings, how does bisexuality fit in to our binary view of sexual preference? What do you think the boundaries should be regarding religious freedom and civil rights?

Required readings:


• Obama Transgender Directive Draws Lawsuits from More States (2016, July 9). From http://www.huffingtonpost.com/entry/obama-transgender-states-lawsuit_us_57803f34e4b0c590f7e98631


• Bisexual Invisibility: Impacts and Recommendations (2011). A Report from the LGBT Advisory Committee, San Francisco Human Rights Commission. **YOU HAVE THE ENTIRE REPORT, BUT YOU ONLY HAVE TO READ TO PAGE NINE FOR CLASS.**
Week 10: October 30 – Deconstructing Diversity and Power by Disability Status

Food for Thought: Based on the readings, how would you define “disability”? Sharpe and Frances write about diagnoses and pharmacology. What came up for you when you read those chapters? What is the potential political effect(s) of the wrongful birth action presented in the Weil article? Based on Snow’s article, what is the disability hierarchy? Is this hierarchy different from divisions within other oppressed groups? Why or why not?

Required readings:


Week 11: November 6 – Resistance and Advocacy in Hip Hop

Guest Speaker: Turan Mullins | Assistant Dean for Diversity & Inclusion | Maryville University

Civil Rights/Resistance/Protest Assignment due before start of class

Food for Thought: Music and art can represent the highest forms of human expression. Music also happens to be one of the greatest tools for social (r)evolution. Whether by protesting against oppression and violence, criticizing political affairs through satire, or helping to negotiate loss, music is unique in its potential for social transformation. What music do you listen to? How does it speak to you? What is the power of music that transcends the ability of other mediums of resistance and revolution?

Required Readings:

• TBD
Week 12: November 13 - Deconstructing Diversity and Power by Age

Food for Thought: What normative expectations do we have for children and youth, young and middle-aged adults and older adults? How do you define “young” and “old”? Compare and contrast your perceptions of age with those of your authors. How do these constructions of age influence laws, programs and policies (structural factors)? What are the implications of the information given in the Grossman article? What do you think of what Ram Dass says about aging versus the American standard of “productive aging” discussed in the Fountain article? What stuck out to you when reviewing the two blogs?

Required readings:


• Please poke about the Advanced Style blog at http://advancedstyle.blogspot.com/

• Please poke about the Adultism: A Well-Kept Secret Blog at http://adultism.blogspot.com/


Week 13: November 20 - Deconstructing Diversity and Power by Socioeconomic Class

Required Readings:

Clark, Gregory (2014, February 21). Your Ancestors, Your Fate. From http://opinionator.blogs.nytimes.com/2014/02/21/your-fate-thank-your-ancestors/?_php=true&_type=blogs&_r=0#more-152084

Everyone must read the Clark reading (above). Then, follow the directions for the next readings.

Food for Thought: How did you react to the information in the Clark reading? Do you agree or disagree? The New York Times series discusses in great detail issues of social and economic class in the United States. Select five (or more) of the articles and discuss key elements of social construction, social values and privilege contained in the text or implied from it. From your own perspective, relate these to larger issues of social and economic justice disparities identified in the pieces. Based on the journalists and your analyses, is socioeconomic privilege different other forms of privilege (race, gender, sex, etc) and if so, how?
Please choose five (or more) of the below readings for this week. All readings are from the New York Times Special Report on Social Class. To access the readings, please Google “New York Times Class Matters.” These readings are not on Blackboard:

- Egan, Timothy (2005, May 24). No Degree, and No Way Back to the Middle.
- Steinhauer, Jennifer (2005, May 29). When the Joneses Wear Jeans: Signs of Status are Harder to Spot, But Look Again.
- Kilborn, Peter (2005, June 1). The Five-Bedroom, Six-Figure Rootless Life: For the Corporate “Relo” Class, Good Jobs, Good Schools and Goodbyes.

**Week 14: December 4 - Deconstructing Diversity and Power by Religion**

**Issue Analysis Paper is due by the start of class**

*Guest Panel will include representation from the Islamic, Jewish, Christian Protestant, and Christian Catholic faiths.*

**Food for Thought:** Is religion a “fair” topic for a Human Diversity course? Why or why not? How does the combination of religion and privilege play out in America on a societal level? Is the message in the Schacter-Shalomi and Watterson readings applicable to other forms of privilege (i.e. race, sex, gender, etc.) as well? Why or why not?

**Required readings:**


As we do not have time to do readings on all of the world religions, please refer to www.religioustolerance.org for more information.

**Week 15: December 11 – Surprise Activity**

Required Readings: Like you would do a reading on the last week of classes before break