I. COURSE DOMAIN AND BOUNDARIES

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

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
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III. **COMMON PEDAGOGICAL ELEMENTS**

Pedagogical elements common to all sections of this course include:

1. Assist students in developing a professional identity that fits with their values and strengths.
2. Students need to be emotionally engaged and intellectually challenged for this development to happen, and this engagement is most likely to occur when topics are related to students’ identities and future areas of professional practice within an open classroom.
3. Students develop self-awareness and facilitation skills for effectively responding to human diversity issues through the use of small group discussions or dialogue groups.
4. Instructors model and continuously reinforce respect for diversity, self-awareness, accountability, and the evidence based practice process through their actions in the classroom including facilitation of class discussion, exercises, and the use of the evidence based practice process.
5. Students learn how to locate and identify the latest empirical research relevant to human diversity, including material on cross-cultural competence with respect to specific clients and communities.
6. Students learn how to evaluate the most effective strategies for combating discrimination, oppression and economic deprivation and to promote social and economic justice for all.
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/lgbtqa/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 Umath 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.

VI. READINGS
Required Texts:
- All other course readings will be provided on our Canvas site.

VII. 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.

VIII. ROLE OF FACULTY AND STUDENT
Class Attendance: You are expected to attend 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 and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I, too, have opinions and perspectives that may differ from your own. You should 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 any major assignments to the Writing Center to ensure the proper use of grammar, thoroughness of thought and
clear expression of ideas. I also **highly recommend** that you submit a draft to me for review. 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 come to my office hours, make an appointment or send me an email. 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.]

### IX. ASSIGNMENTS AND GRADING CRITERIA

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<td>#2 Critical Analysis Papers</td>
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<td>#4 Social Identities and Self-Awareness Paper</td>
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<td>#5 Current Event Small Group Facilitation</td>
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<td>Class Participation</td>
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Assignments:

#1: Implicit Association Tests
Implicit Association Tests – Take both the "Race" and "Gender" Implicit Association Tests on the “Understanding Prejudice” web site. The direct link is: www.understandingprejudice.org/iat/. Follow the instructions very carefully throughout, and print the results on the final page to turn in at the beginning class. You also will be able to see how your results compare to other de-identified test takers. I ask that you also review the frequently asked questions. If you have previously taken the tests, do so again to determine if there are any changes in your results.

You will not be graded on the substance of your answers or the results of the tests. Your grade is based solely on completion. You are to complete the survey and turn in your results pages for both tests by 5:30 p.m. on Tuesday, September 3rd (the second class meeting).

Grading: 5%

#2: Critical Analysis Papers
The first week of the course, you will be assigned three different weeks to write a critical analysis of the readings. Weekly topics are listed in the syllabus. Each analysis should be between two and four pages with references and citations made to the readings.

You will turn in each analysis by 5pm on Saturday prior to the class meeting of your designated week (i.e. the critical analysis for Week 3 is due the Saturday before the class). Please post your completed analysis, by 5pm on Saturday, on our Canvas site.

You can access our Canvas site as follows:
1. Go to https://mycanvas.wustl.edu/
2. Select “MyCanvas” and sign in;
3. Select “Courses”;
4. Select “Social Justice and Human Diversity”;
5. Select “Discussions” from the left hand menu options;
6. Click on the link for the week that corresponds to your analysis and select “Reply”;
7. I recommend writing your analysis in Word and the cutting/pasting the text into the “Reply” text box; and,
8. When finished, click “Post Reply”

All posted assignments will be visible to your classroom peers and you should read each other’s analyses.
Your analyses will be commented on by your peers through the response assignment listed below.

Grading: Each critical analysis paper represents 10% of your final grade (total 30%).
#3: Response to Critical Analysis Papers
The first week of the course, you will be assigned two different weeks to respond to the critical analysis papers written by your peers. For your assigned evaluation weeks, you will write a two to four page, double-spaced paper that responds to that week’s critical analysis questions, listed in the syllabus, and additionally comments on the points raised by your peers who wrote critical analysis papers that week. Each response paper must be posted on Canvas by Noon on Tuesday of the assigned class. Post the paper as detailed above, except use the “Response” link under your topic.

Grading: Each response paper represents 5% of your final grade (total 10%)

#4: Social Identities and Self-Awareness Paper
Due: October 1 by 5:30 pm (Email & Hard Copy)
Length: 8 pages
Social workers operate under a code of anti-oppression ethics. However, embodying this code of ethics in our daily practice requires a lifetime of personal practice, growth and a commitment to critical reflectivity (Kondrat, 1999) where we move beyond simple awareness of our many social identities and statuses. This assignment challenges you to begin thinking critically, or pushes you to continue to think more deeply, about your own identities as they are relevant in your social work practice—in policy, community work, advocacy, social administration, and direct practice with families or individuals.

We all have multiple identities. Some of these identities are privileged, honored, nurtured, and normalized in society; others are oppressed, stigmatized, marginalized and disregarded. Some of these identities we chose, some of these identities we do not chose. This paper asks you to think critically and holistically about who you are and where you are from.

Think about your many identities and choose two to focus on in this paper. There are two requirements: a) they must be in two different identity domains (e.g., a race identity, a class identity); and b) one must be an identity that has a privileged status and one must be a less privileged or even stigmatized or oppressed identity.

Please use the following questions to guide your paper. You need to address the main issues in parts (a) through (e), but you do not need to answer every single question I pose. Choose the ideas and queries that seem most relevant to you, your identities, and where you are at this stage in your social work training. You may structure your paper however you like, as long as you address these keys areas and provide a clear introduction and conclusion with sub-headings.

a) Describe these identities and be sure to go beyond just listing them. What do these identities mean to you or not mean to you and why? Are you proud of them both? How is one privileged in society and the other not? Give examples. Is it always this way, or does it change in different settings (like in your family, at school, in social service
settings)? Does this affect how you feel toward either of these statuses or how you relate to people who also share these identities?

b) What biases, preferences, beliefs, insights, strengths, and vulnerabilities come from these identities and experiences? Are they aligned or are there conflicts between the two identities?

c) How do you think these identities and experiences will help or hinder your social work practice? Will people share either of these identities in your field settings and how might this affect your practice? Think broadly here about colleagues and classmates, not just clients.

d) If you have concerns about any biases as impediments to your practice, what must you work to change in order to enhance your ability to be an ethical social worker? Use the NASW code of ethics here to guide and inform what you will need to target for ethical social work practice.

e) Reference and use the Kondrat (1999) article and our class discussion on critical reflectivity to guide your critical discussion in this paper. You may note different forms of self-awareness that you feel you have achieved, or are still striving for, as you reflect on these two identities as embedded within broader socio-political and cultural contexts.

Grading: 15%

**#5: Current Event Small Group Facilitation**

**Due: Ongoing, Weeks 4-14**

In classes 4-14, I will break you up into small groups and one student will be asked to facilitate each week’s discussion. In each of these weeks, you will have the opportunity to talk about that week’s topic and draw from a current day news article of the facilitator’s choice. Each student will be expected to facilitate one of these groups several times during the semester. The facilitator will prepare a brief discussion guide that you should send to me for feedback by Monday at 9 am of your assigned week.

Facilitation guides should include:

1) An example from current news coverage relevant to that week’s topic of discussion.
   PLEASE BE SURE TO INCLUDE:
   a. Title of article
   b. Link to the article
   c. Short description of the article

2) Facilitation guide itself: A list of thoughtful questions or observations to spark group discussion

You should plan on bringing copies of the article for each group member (please let me
know by Monday at 9 am if this is an issue and we can make other arrangements). Make
sure to bring me an extra copy of the current event and your discussion questions. Plan
for discussions to last about 30 minutes. Depending on the schedule, some discussions
may be shorter or longer than this rough time frame. You will receive points for the
relevance of your current event/news story to the week’s topic, the quality of your
discussion questions and completing the group facilitation.

Grading: 10%

**#6: Case Presentation**

**Due: December 3 & December 10**

In Week 2 of the course, I will assign you to a working group to develop a case
presentation related to one of the lens topics in this course. I will provide at minimum 2
opportunities for you to meet with your group in class (30 minutes each) but I also
expect you to communicate outside of class when preparing your presentation.

First, read pages 612-624 of Readings for Diversity and Social Justice (will be posted on
Canvas) on your own.

This assignment then asks you to work with your group to develop a 45 minute
presentation and class discussion about a case that embodies the particular lens you
were assigned.

Choosing a case: You may choose a social movement, an individual, a group, a project,
an agency, a campaign, a law, an organization, etc., working to promote social justice
and support human diversity in an area directly related to the topic assigned to your
group. You may consult with me during your class work time as you do your research
about a potential case to present.

Your case presentation should provide: a) historical background (what are the social,
economic and cultural contexts for this case?); b) describe the nature of this case (is this
an organization, a grassroots movement, an individual’s life work, a legal movement,
etc.?), what is its mission and main actions? Describe its origins, how has it evolved,
challenges to its existence, funding support, political challenges, etc; and c) your
motivation for presenting this case with your colleagues, what inspired your group to
chose this case, how it applies to our course readings, and what your colleagues can
learn from this case for their own development as social workers.

This can be a multimedia presentation with a range of methods and materials that you
think will be engaging to your audience (which may or may not be technological). For
example, you can use a combination of lecture, experiential exercises, brief videos or
audios, and group activities. I am glad to consult with you on all aspects of the
assignment. Creativity is encouraged!

Grading: 20%
Class Participation
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. If you routinely come to class late or otherwise act in a way that signifies less than full participation, your grade may be adjusted down as well.

Grading: 10%

Grading criteria for all assignments
Grading is based on the quality of the work you turn in. If you have questions about how to do an assignment or wish to get feedback on your assignments, please make an appointment to see me. Once a grade is given, it will not be changed. Only individuals who do superior work will be assigned the grade of “A.” All written assignments should be written in accordance with the relevant APA style guidelines and employ correct grammar and spelling. If you need help writing or formatting your paper, please make an appointment with the Writing Lab to get assistance.

Grading Scale
95% -100 A
90%-94% A-
87%-89% B+
84%-86% B
80%-83% B-
77%-79% C+
74%-76% C
70%-73% C-
Below 70
X. COURSE OUTLINE

Week 1: August 27
Introduction to SJHD

Required Readings: None

Week 2: September 3
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 (other than the Harro reading) 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 10

Privilege and its Role in Social and Economic Justice Disparities

Critical Analysis: 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?

Required readings:

Week 4: September 17

The Price of Privilege

Critical Analysis: 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.
Week 5: September 24

Tolerance and Its Fit with Social and Economic Justice

Critical Analysis: 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 6: October 1

Deconstructing Diversity and Power by Lookism and Sizeism

Critical Analysis: 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_577e60c0e4b01edea78caefb


Week 7: October 8

Deconstructing Diversity and Power by Race and Ethnicity

Critical Analysis: 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:


Week 8: October 15
Fall Break – No class

Week 9: October 22
**Deconstructing Diversity and Power by Gender**

Critical Analysis: 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? How much room do people have to present outside of gender norms? What do you think about Browns assertion? Matt Kailey makes an argument that much of the discrimination we call other things is really about gender. Do you agree or disagree and why?

**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
• Hesse, Monica (2019, July 30). Let’s have a gender-reveal party that reveals gender is a construct. From https://www.washingtonpost.com/lifestyle/style/lets-have-a-gender-reveal-party-that-reveals-gender-is-a-construct/2019/07/29/44ffd8b4-a27d-11e9-b732-41a79c2551bf_story.html?noredirect=on
Week 10: October 29
Deconstructing Diversity and Power by Sex

Critical Analysis: 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 11: November 5

Deconstructing Diversity and Power by Sexual Orientation

Critical Analysis: 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:

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 12: November 12
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-yourancestors/?_php=true&_type=blogs&_r=0#more-152084

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

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.
• Fabrikant, Geraldine (2005, June 5). Old Nantucket Warily Meets the New.

Week 13: November 19
Deconstructing Diversity and Power by Disability Status
Critical Analysis: 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 14: November 26

Deconstructing Diversity and Power by Age

Critical Analysis: 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”? 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 15: December 3

Presentations

Deconstructing Diversity and Power by Religion

Critical Analysis: 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 16: December 10

Presentations