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

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
Assess individuals, families, groups, organizations, and communities | C7
Intervene with individuals, families, groups, organizations, and communities | C8
Evaluate individuals, families, groups, organizations, and communities | C9

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/
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 Umraith 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

Required texts:


VI. ORGANIZATION OF COURSE

Learning about diversity and social justice is supported when we engage in a process that is different from traditional educational experiences. It involves more than learning about other – usually “minority” – social groups. We each hold multiple social identities and have experiences influenced by power, privilege and oppression. We must learn more about ourselves in the context of systemic oppression, and reflect on how this impacts our interactions with others.

This 3 hour course will be held once a week and consist of interactive lectures, inter-group dialogue, work in dyads and small groups, and experiential exercises. Videos and guest lecturers/facilitators will also be used. The interactive and experiential format of this course is meant to provide an environment supportive of self-reflection and dialogue in order to understand the social and historical forces that shape our experiences. This understanding will lead to development of critical consciousness necessary for culturally competent, and therefore ethical, social work practice.

VII. ROLE OF FACULTY AND STUDENT

Learning about diversity and social justice is a lifelong process in which we are all teachers and learners. That process is described by Paolo Freire Pedagogy of the Oppressed as praxis: "reflection and action upon the world in order to transform it." This process is required for all of us in relation to our multiple identities, and is not one that ends upon completion of an assignment, a course, a certificate, or a degree.

As an instructor, my role is to foster a dynamic learning community in which all of us can reflect critically on our identities, experiences, beliefs and perspectives and in which it is safe to share our reflections with one another so that they can be better understood, respected, and critically examined. Students will honestly and respectfully evaluate the instructor, themselves, and each other.
Because we are all teachers and learners in building a learning community, full participation and attendance are required in this course. Experiential exercises and class discussion sessions are an irreplaceable part of the learning experience. This experiential learning model depends on partnerships with colleagues in the class, which means that you are not only responsible for your own learning process and professional development, but also for the learning process and professional development of your colleagues.

In order to fully benefit from the class exercises and discussions, the assigned readings should be completed before class. Students and the instructor will critically and connectedly reflect on our own and each other’s preparation, participation, and impact. Throughout the course I will strive to provide you appropriate, timely feedback, and be available for consultation.

Class Attendance & Participation: Showing up is professional investment. You are expected to attend class. You cannot participate in class dialogues if you are not present. See assignment descriptions for more information on class participation. Please note: Disagreement with my position on any particular issue will NOT affect your grade.

Please note that you will not be graded on the content of your perspective. You are invited to express yourself freely, challenge your thinking, listen to different perspectives, deepen your awareness of diversity and social justice issues and take action on your deepened awareness and new perspectives.

Class assignments: Please note both due dates and times of all assignments. If you are absent from class, I will expect any homework to be submitted digitally by the start of class. You will be allowed one late assignment, due within 3 days of the original due date, no questions asked. Please submit a written sheet saying you are using your late assignment pass so we can both keep track of it. Please contact me as soon as possible if you have a situation that requires additional attention.

E-mail: Please check your e-mail regularly. It is customary for social workers in most practice settings to have and be expected to use email to communicate professionally. I will use email to communicate with you outside of class. In addition, email is the best way to contact me outside of class and office hours.

Writing help: As agents of change we must develop good writing skills in order to contribute to the body of knowledge that leads to social change, write letters to editors to impact public opinion, write letters to elected representatives to impact policies, write grants that support programs directed at social change, etc. The Writing Center is an excellent resource 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, unless otherwise noted.

VIII. ASSIGNMENTS AND GRADING CRITERIA
Assignments: The following is a description of the assignments of this course. Grades will be written as a fraction of the total possible points for that assignment (“1.7/2.0” or “4.3/5.0”). All assignments are due at the beginning of class (5:30 p.m.) unless otherwise noted.

A. Personal reflections  2-4 pages*  
30% of grade
In order to enhance your learning and explore linkages and interconnections that emerge through the conceptual intersections of the course topics, you will spend some time critically reflecting on the readings, video and audio presentation, class activities, and discussions. You must reference at least 4 assigned readings for each reflection. These assignments are intended to provide an opportunity for you to explore your own process and progress in learning about social justice concepts, your own identities, and your own biases; therefore, they will be graded pass/fail. You will get full points as long as you answer all the questions listed below.

Each reflection should address ALL of the following questions:
∙ What have you learned about your privilege/target/border identities?
∙ What have you learned about how you internalize oppression/advantage/border statuses?
∙ How do your identities intersect to affect your experience of privilege and oppression?
∙ What were your learning edges? What experience, information, or perspectives from class are/have been particularly challenging for you? Why?

Additionally, there are specific questions for specific reflections:  
Reflection 1: Which of your identities are most salient to you? Which are least salient? What do you hope to learn during this class?  
Reflections 2 & 3: What steps can you take to address the different social identities covered thus far? How might taking these steps affect your personal life? Your professional life?  
Reflection 4: Review and re-read all of your class assignments to date. In what ways have you changed since the beginning of class? What questions remain? As you think about finishing this class, what supports will help you continue working on your own understanding of social justice? Which of these supports are you able and willing to use?

Style: First person. When referencing class readings or other materials, APA style guidelines should be used. However, please do not use a separate cover page, abstract, or references page. Page limit will be strictly enforced. Use 1 inch margins, 12 point font, and 1.5 lines spacing.

You will get full credit for a quality response, showing that you are wrestling with the concepts covered in class and readings. For these 4 assignments you will not be graded on spelling, organizational, or grammatical errors, unless they make your thinking process difficult to follow.

See the course outline for the assigned framework and due dates. Please note that personal reflection papers will be handled in a confidential manner.
B.  Peer facilitations  

From class 3 through class 8, we will have peer-led discussions in small groups on assigned readings. From class 9 through class 14, a small group of students will discuss the assigned readings in a “fishbowl” manner, then lead a large class discussion. Each student will be expected to facilitate a conversation with a small group and in a fishbowl several times during the semester. You will receive your facilitation dates at the beginning of class.

C.  Real World Application Papers  

Three times throughout the semester, you will turn in a 2-3 page paper addressing one of the following four topics (i.e., by the end of the semester you will have written papers on three of these topics). You can choose the order in which you complete the assignments, but be prepared to turn one paper in on each due date. Use 1 inch margins, 12 point font, and 1.5 lines spacing.

1. Visit a physical business that sells things to the public. Using a social justice-informed lens, describe your observations of how that business presents itself. What indicators do you have of the intended market based on things such as store location, layout, staff, buildings, products, transportation, etc.? Who is left out, intentionally or unintentionally? What small changes could the business make if it wanted to be more inclusive?

2. Select a current piece of media (movie, TV show, video, song, play, etc.) and reflect on it using social justice concepts learned in class. This media does not need to be in English. Analyze both content and context using specific examples. Here is a starting point for the types of things you can include: intent of the creator(s), impacts on audience, differential impacts on audience, use of humor, explicit/implicit bias, impact of artistic choices, etc. While you will be reflecting on social justice concepts, for this reflection you must use simple language (e.g., no jargon).

3. Write about a real-world interaction you have had, in person or online, since the beginning of class. Choose an interaction in which you have either applied a skill learned in class, or noticed something related to social justice that you had not noticed before. Describe the interaction, what you did/did not do, its impact, what you were thinking and feeling at the time and afterwards, and whether you would do something similar or different in the future.

4. Reaction/analysis to Mass Incarceration Community Presentation. In order to complete this assignment, you must first attend this presentation (October 30, 2019 at either 12 noon or 5:30 p.m. in Brown Lounge). Then, you must write a reaction/analysis of the presentation. The main question you will be answering is what this presentation adds to your understanding of social justice and strategies towards liberation.
D. Moving Towards Liberation: Group Work  

15% of grade

Presentation (10%) Throughout the semester small groups will be presenting on acts of resistance, and efforts, strategies, and visions for social change focused on issues of privilege, power, and human diversity, and aimed at creating inclusive and just communities. You will look at a strategy that was/is created or implemented by people within targeted identities to work towards liberation and social justice. The past as well as the present are filled with examples of incredible efforts and acts of courage that did and do create change. The strategy you choose must have been used by at least two different targeted groups during two different periods of time. The strategy may be intrapersonal or interpersonal, done as an individual or done as a group. During your presentation you will explore a) how this strategy emerged, including other strategies that may have been used by the group(s) at the time, b) examples of how it has been used and by whom, c) stated purposes for choosing that strategy, d) pros and cons of that strategy, and d) results (intended and not) of that strategy.

You are free to choose your own group of three to four members with whom you will conduct a professional multimedia presentation. Use methods and materials (which may or may not be technological) that are engaging to your audience. Because PowerPoint is often a hindrance in creating exciting, inspiring presentations, you are NOT allowed to use it.

Supplemental material (5%) 
Your group will also create a handout to facilitate student learning about the strategy you chose. Your handout should not simply be a reiteration of your presentation; rather, it should enhance your presentation and provide more concrete take-aways for participants.

E: Class Participation  

10% of 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.

Grading Criteria: 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 superior work will be assigned the grade of A. If you need help writing or formatting your paper, please make an appointment with the Writing Lab.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
<th>Due date(s)</th>
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<tbody>
<tr>
<td>Personal Reflections</td>
<td>30 %</td>
<td>1: 9/16</td>
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<td></td>
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<td>2: 10/7</td>
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<td>4: 12/9</td>
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<tr>
<td>Peer Facilitations</td>
<td>15 %</td>
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<tr>
<td>Real World Application Papers</td>
<td>30%</td>
<td>1: 9/30</td>
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<td>2: 10/28</td>
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<td>3: 11/25</td>
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<tr>
<td>Moving Towards Liberation</td>
<td>15%</td>
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<td>Presentation</td>
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<td>Supplemental Material</td>
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<td>Participation</td>
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<td>TOTAL</td>
<td>100%</td>
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**Grading Scale:**

- A: 94 – 100; A-: 90 – 93; B+: 87 – 89; B: 84 – 86; B-: 80 – 83; C+: 77 – 79; C: 74 – 76; C-: 70 – 73;
- D: 65 – 69; F: below 65

**Grading Rubric:**

Except for the personal reflections, all papers will be graded using the following rubric:

- 60% -- the scope and quality of your analysis and the depth of understanding you demonstrate
- 20% -- the clarity of your expression, **response to the questions** posed and organization of your ideas
- 20% -- your use of references and resource materials (for the personal reflections this is limited to the assigned readings)
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
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<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCY/IES</th>
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<tr>
<td>Personal Reflections</td>
<td>C2</td>
<td>Knowledge/Cognitive and Affective Process</td>
</tr>
<tr>
<td>Peer Facilitations of Group Dialogues</td>
<td>C2</td>
<td>Skills/Values</td>
</tr>
<tr>
<td>Real World Application Papers</td>
<td>C1; C3</td>
<td>Knowledge/Skills/Cognitive and Affective Process</td>
</tr>
<tr>
<td>Moving Towards Liberation Group Presentations</td>
<td>C3; C4</td>
<td>Knowledge; Skills</td>
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</tbody>
</table>

X. COURSE OUTLINE

Week 1: August 26
Topics: Introductions and Community Building
Theoretical Foundations and Frameworks

Read:
  [RESERVE]
  [RESERVE]
  [RESERVE]
- Covert (2014). Racism and sexism look different than you think. Retrieved from
  [https://thinkprogress.org/racism-and-sexism-look-different-than-you-think-11fff684da21/]
  my people? (in Adams et al., pp 9 – 15) [RESERVE]
- Alsultany, E. Los intersticios: Reacting to moving selves (in Rothenberg, 2010; pp. 207 – 209)
  [RESERVE]
  think we are, anyway? (in Adams et al., pp. 377-378) [RESERVE]
  216 – 220) [RESERVE]
- Hall, S., Old and new identities (In Rothenberg, 2006; pp. 220 – 224) [RESERVE]

Listen:
Invisibilia Podcast: The Culture Inside (June 15, 2017)
[https://www.npr.org/2017/06/09/532953261/the-culture-inside]

Week 2: September 9
Topic: Theoretical Foundations and Frameworks

- Privilege, power, and difference (Johnson, 2018; pp. 60 – 141) [RESERVE]
• Harro, B. (2013). The cycle of liberation (in Adams et al.; pp. 618-625) RESERVE

Watch:
How I Learned to Stop Worrying and Love Discussing Race
http://www.youtube.com/watch?v=MbdxeFcQtaU

Week 3: September 16
****Reflection 1 due (theories of social justice)****

Topic: Age

• McCrummen, S., “Children’s parliament’ is a beacon of justice in impoverished Congo
• Outing Age: Public Policy Issues Affecting Gay, Lesbian, Bisexual and Transgender Elders, 7-20
• The heartbreaking physical toll of high achievement among disadvantaged teens. Retrieved from https://www.huffpost.com/entry/the-danger-of-skin-deep-resilience_n_55a7c87ce4b0c5f0322c76ed
• Sazama, J. with help from teens in Boston (2013). Allies to young people: Tips and guidelines on how to assist young people to organize. (In Adams, et al., pp 582- 584) RESERVE

Week 4: September 23

Topic: Ability Status

Read:
• Lu, W. (2019) What’s it’s like being disabled and Asian in America. Retrieved from https://www.huffpost.com/entry/disability-asian-americans-immigrants-stigma_n_5cd1c2c7e4b0548b7360bf26?fbclid=IwAR02piipz1rd_fF6y5cJSnQtslw06cEFgZMG-ZzWr0Nd34aiDxVc3g

Listen:
• Behind Bars, Mentally Ill Inmates Are Often Punished For Their Symptoms https://www.npr.org/sections/health-shots/2018/07/10/627519801/behind-bars-mentally-ill-inmates-are-often-punished-for-their-symptoms

Week 5: September 30
****Real World Application Paper 1 due****
Moving Towards Liberation Presentation 1

Topic: Ability Status


Week 6: October 7
****Reflection 2 due (age and ability status)****

Topic: Religion

• Blumenfeld, W. (2013) Christian privilege and the promotion of “secular” and not-so “secular” mainline Christianity in public schooling and in the larger society. (In Adams, et al., pp. 244-250. RESERVE

Listen:

• There is No God: http://thisibelieve.org/essay/34/

Week 7: October 21
Moving towards liberation Presentation 2
Topic: Religion

• Francis, L.G. (2015). Ferguson & faith: Sparking leadership & awakening community. Chapter 6 (pp. 91 – 107).
• Nghiem, T. (2004). Our way out is the way in. (In Hanh, T., Peace begins here: Palestinians and Israelis listening to each other, pp. 11 – 13).

Listen:
• Targeted Sikhs wary of saying ‘We Are Not Muslims’ http://www.npr.org/2012/08/07/158380917/targeted-sikhs-wary-of-saying-we-are-not-muslims

Week 8: October 28
****Real World Application Paper 2 due****

Topic: Race and Ethnicity
• Smith, A. (2013). Heteropatriarchy and the Three Pillars of White Supremacy (in Adams et al., pp 86 -92) RESERVE
• Tochluk, S. (2010). Witnessing whiteness: The need to talk about race and how to do it. Chapters 1, 2, and 5 (pp. 3-51 & 113 – 139). RESERVE
• Cargle, R. E. (2018). When feminism is white supremacy in heels. https://www.harpersbazaar.com/culture/politics/a22717725/what-is-toxic-white-feminism/?fbclid=IwAR1oS8SPI0oVdXiJnQC3WRCKqOY8QNeYgPY2B6MGrXY3LHa_chb3Bb4cQw
• I have chosen to stay and fight (Cho, 2005; pp. 39 - 51) RESERVE
• El Guinid, Y. (2003). Trading in my Arab (pp. 9 – 12)
• Mohanty, C.T. On being South Asian in North America. (In Rothenberg, 2006; pp. 209-216) RESERVE
• Thrupkaew (2010). The myth of the model minority. (In Rothenberg, pp. 224 – 230) RESERVE

Week 9: November 4
Moving towards liberation presentation 3
Topic: Race and Ethnicity

• Lumumba-Kasongo, M., My black skin makes my white coat vanish (in Rothenberg, 2010; pp. 279 - 280) RESERVE

Week 10: November 11

****Reflection 3 due (religion and race/ethnicity)****
Topic: Class status
• One nation, underprivileged: Why American poverty affects us all (Rank, 2004; pp. 17 – 121) 

Week 11: November 18
Moving towards liberation presentation 4
Topic: Class status

• Dunbar, R.A., Bloody footprints: reflections on growing up poor white (in Newitz & Wray, 1997; pp. 73 - 86)
• Orleck, A. (2018). “We are all fast food workers now.” Chapter 9-11 (pp. 42-60) RESERVE
• Carnes, N. & Lupu, N. (2017, June 5). It’s time to bust the myth: Most Trump voters were not working class. The Washington Post. Retrieved from https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/05/its-time-to-bust-the-myth-most-trump-voters-were-not-working-class/?utm_term=.9f6fcca10ed0
• Leondar-Wright, B. (2013), “Classism from our mouths” and “Tips from working class activists” (in Adams, et al., pp. 216 – 220.) RESERVE

Week 12: November 25
****Real World Application Paper 3 due****
Topic: Sex, Gender, Sexual Orientation
• From Germany to Stonewall (Feinberg, 1996; pp. 91 - 99).
• pham, x. (2019) Why trans womanhood is not for cis women to define. https://thebodyisnotanapology.com/magazine/a-response-to-chimamanda-trans-womanhood-is-not-for-cis-women-to-define/?fbclid=IwAR1LjgXdZj7LzqQszq259oFRHoMIo4aSidS_Q-PyTl9yFwqx81S3VB1Z89tk
• Ware (2013). The impact of juvenile court on queer and transgender/non-conforming youth. (In Adams, et al., pp 447 – 450.) RESERVE

Week 13: December 2
Topic: Sex, Gender, Sexual Orientation

• Violence against women (in Rothenberg, 2006; pp. 278-287) RESERVE
• Unbending gender: why family and work conflict and what to do about it (Williams, 2000; pp. 64-100) RESERVE
Week 14: December 9

****Reflection 4 due (class, gender, sex, sexual orientation)****

Topic:  Sex, Gender, Sexual Orientation

- Elze, D., Oppression, prejudice, and discrimination (in Morrow & Messinger, 2006; pp. 43-68) RESERVE
- Herek, G.H., (2000). Internalized homophobia among gay men, lesbians, and bisexuals. (In Adams et al., pp. 281-283) RESERVE
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Listen:
- 81 words. [http://www.thisamericanlife.org/radio-archives/episode/204/81-words](http://www.thisamericanlife.org/radio-archives/episode/204/81-words)

Week 15: December 16

Topic:  Moving towards liberation

Read:
RESERVE

• One nation, underprivileged: why American poverty affects us all (Rank, 2004; 169-191) 
RESERVE


• http://racismisover.blogspot.com

• http://www.itgetsbetter.org/

IN ORDER TO REMAIN RESPONSIVE TO THE ISSUES AND THE NEEDS OF STUDENTS, THIS SYLLABUS IS SUBJECT TO CHANGE.