A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):
   Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. Prerequisite: SOCW 2311, SOCW 2313. Offered as AAST 3317 and SOCW 3317; credit will be granted in only one department.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:
   SOCW 3317 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

   Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to
engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
(a) Recognize and manage personal values in a way that allows professional values to guide practice.
(b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Social Workers
(c) Tolerate ambiguity in resolving ethical conflicts; and
(d) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:
(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:
(a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
(d) View themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:
(a) Understand the forms and mechanisms of oppression and discrimination.
(b) Advocate for human rights and social and economic justice; and
(c) Engage in practices that advance social and economic justice.
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:
(a) Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in promoting and maintaining health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:
(a) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
(b) critique and apply knowledge to understand person and environment.

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

- Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.7 (a & b); Achieved through: DB, Quizzes, Photo Journals and Photovoice Portfolio, Social Justice Experience)
- Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: DB, Quizzes, Photo Journals and Photovoice Portfolio, Social Justice Experience)
- Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c), & 2.1.7 (a & b); DB)
- Examine self-identity and values as regards to social work values, ethics, and professional practice. (EP 2.1.2 (a-d), 2.1.4 (a-d) & 2.1.5 (a-c); Social Justice Experience, DB, Photo Journals and Photovoice Portfolio)
- Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions. (EP 2.1.4 (a-d) & 2.1.5 (a-c); Social Justice Experience, DB, Photo Journals, Photovoice Portfolio)
- Develop specific strategies that promote economic and social justice for populations at risk. (EP 2.1.3 (a), EP 2.1.4 (a-d) & 2.1.5 (a-c); DB, Photo Journals, Photovoice Portfolio)

C. Required Text(s) and Other Course Materials:
Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., Zuniga, X. (Eds.). (2013). Third Edition. Readings for diversity and social justice. New York, NY: Routledge. (Readings from this book will be made available on Blackboard. Please note that the readings are scanned on a photocopier. If you require an assistive reading device, it is highly recommend that you purchase or rent the book.)


D. Additional Recommended Text(s) and Other Course Materials:


E. Major Course Assignments & Examinations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 10 Discussion Boards</td>
<td>Each Saturday</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>2) 10 Photo Journals</td>
<td>Each Saturday</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>3) 10 Quizzes</td>
<td>Each Monday</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>4) Social Justice Experience</td>
<td>Monday, April 11, 2016</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>5) Photovoice Portfolio &amp; Presentation</td>
<td>Monday, May 9, 2016</td>
<td>100</td>
<td>20%</td>
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<tr>
<td><strong>Total Points</strong></td>
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<td><strong>500</strong></td>
<td><strong>100%</strong></td>
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1) Discussion Boards (DB) 20%

Discussion Boards are designed as an opportunity to reflect on your knowledge, feelings and attitude about a given topic prior to engaging with the weekly readings and materials. Because it is impossible for the instructor, or any other individual to be an expert in all the topics presented in this class, Discussion Boards are a great opportunity for each student to take part in leading the class. Learning from each other’s experiences will enable students to practice the concept of cultural humility (to be discussed in class) by creating partnerships with people from oppressed groups.

Each Discussion Board will present students with either a short activity or a few reflection questions. Students will complete the Discussion Board openly and honestly. In addition, students will also be asked to respond to at least two of their classmates’ responses. There are no right or wrong answers in discussion boards. In order to create a safe online environment to enable positive and constructive Discussion Boards, it is important to follow basic discussion rules, including but not limited to:

a. Post your initial message as early in the week as possible so people will have time to read and respond to your contribution.
b. Be respectful of other people’s ideas, opinions and beliefs. We will often disagree with each other, but must always respect each other’s differences.
   a. E.G. Rather than saying, “You’re wrong. That’s not what it’s like when…” consider saying, “I can see where you’re coming from. In my experience, however…”

c. Speak for yourself. No matter how different or similar your experience may be, you can only speak for yourself. Keep your comments limited to your perspectives.
   a. E.G. Rather than saying, “You’re wrong. That’s not what it’s like to…” consider saying, “I’m concerned because…”

d. State the facts. While we all have different perspectives, it is important to back up our opinions with actual facts and experiences.
   a. E.G. In lieu of “I don’t think that you being ___ is really a form of discrimination,” you might say, “Even though I wouldn’t say I’m oppressed, I experienced ___. I guess I don’t understand why my experience is not considered discrimination.”

e. Rather than criticizing, ask for clarification. If you find somebody else’s comments offensive or inappropriate, call attention to their comments by asking them to explain their comment rather than criticizing what they said.
   a. E.G. Instead of saying, “That’s so rude! I can’t believe you said that,” consider saying, “I’m a bit confused. Your comment seems to be implying that …Could you help me understand what you meant to say?”

f. Wait until you’re calm. Inevitably, at some point you will be upset by a comment that somebody made. Rather than typing out an emotional response and hitting “Reply,” WAIT 24 hours (or until you feel calm) before you submit your response. Remember--

g. You can’t undo what you post online. Once you post something online, it has an impact, regardless of whether you go back and edit or delete it (which you can’t do in this course). Choose your words wisely at all times.

There will be 15 Discussion Boards, corresponding with the 15 course sessions of the semester. However, in order to accommodate the unexpected challenges that may occur in any given week, I will drop the 5 lowest grades at the end of the semester. You will submit your Discussion Board through Blackboard within your assigned group, using the “Group Discussion Board” option (see video on Discussion Boards in Blackboard).

Students may earn up to 10 points for each Discussion Board. Points will be given as follows: (2 pts) Submitting an answer; (4 pts) Thoughtfulness of response, (2 pts) Following directions, and (2 pts) Responding to at least two other students. Due to the size of the class, please note that your Discussion Boards will take place within a smaller group of 20-25 people. Students must post their Discussion Board by Saturday at the end of the day (11:59pm). The responses to two other group members’ posts should be entered no later than the end of the day on Monday.

2) Quizzes 20%
It is important to keep up with the reading and the weekly materials in order to facilitate your understanding of the concepts discussed in this class. As an alternative to midterms, and to facilitate this taking place on a consistent basis, various quizzes will be given during the semester. Each quiz may cover material from the readings for that class session, as well as information from Discussion Boards, PowerPoints, and videos. Questions may be multiple choice, true or false, matching, or fill-in-the-blank. There will be 10 online quizzes administered during the semester. Each quiz will be worth a total of 10 points.

Quizzes are not timed and you can take them at any point throughout the week. In addition, you will have two attempts to complete the quiz. Although it is not required, it is highly suggested that you use the following sequence to take the quiz: (1) Skim the readings, using the study guide to focus on the most important material. (2) Attempt the quiz for the first time. (3) Review the questions you missed on the quiz and return to the reading materials to search more closely for the answers. (4) Attempt the quiz for a second time. Quizzes are due each Monday by the end of the day (11:59pm).

3) Photo Journals 20%

The purpose of Photo Journals is to strengthen a student’s skills at recognizing, analyzing and acting on different types of oppression in the world around them. As students deepen their understanding of different oppressed groups, it is expected that they will begin to recognize oppression in just about everything around them—how it works, how it affects people, and how it is maintained.

Each week, students will be required to take one photograph that relates to one of the 10 types of oppression being discussed on a given week (racism, nativism, sexism, heterosexism, cisgenderism, ableism, ageism, adultism, classism, and religious oppression). There are two rules for this photograph: (1) the student must actually take the photograph and cannot use a previously taken picture or download a picture from the internet; and (2) the photograph can depict either a real experience or a symbolic one. In other words, you do not have to actually be physically present in the photograph, but you must be able to connect certain symbols to the type of oppression (e.g. a bag of makeup or a wheelchair). You may take several pictures in a given week and then select the one that you feel connects the best with the topic for the week. Be as creative as possible!

Some sources of inspiration for your photograph might include current events, your relationships, conversations with a friend/family member, rituals or traditions in your personal upbringing, an experience at school or work, an observation of a person’s behavior, an event in your past, a social media post, or a movie/television show/advertisement. If you choose to take a photograph of another person or a non-public space (i.e. somebody’s home), make sure you get the appropriate permissions to use those photographs for a class assignment.

After selecting your photograph, you will develop a general reflection that touches on each of the aspects in the SHOWED model (below). The SHOWED model should be a guide that you use to gather your thoughts before you write your reflection, rather than
step-by-step instructions of what to write. Your reflection should not feel like a formal writing assignment, but rather like a journal or a blog.

<table>
<thead>
<tr>
<th>Title of Photo (make sure you give your photo a meaningful title)</th>
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<tbody>
<tr>
<td><strong>S</strong> See</td>
</tr>
<tr>
<td><strong>H</strong> Happening</td>
</tr>
<tr>
<td><strong>O</strong> Our</td>
</tr>
<tr>
<td><strong>W</strong> Why</td>
</tr>
<tr>
<td><strong>E</strong> Empower/Educ.</td>
</tr>
<tr>
<td><strong>D</strong> Do</td>
</tr>
</tbody>
</table>

To complete this assignment, each student must have access to a smartphone, digital camera, tablet, or other device that allows for digital photographs. If you have limited access to such a device, please contact the instructor to make arrangements to complete this assignment.

Students will submit 10 Photo Journals throughout the semester. You will submit your Photo Journal through Blackboard within your assigned group, using the “Group Journal” option (see video on Photo Journals in Blackboard). Each student can receive 10 points for the submission. Photo Journals will be graded as a participation grade, which means that you will receive the full 10 points as long as you: (1) post a photograph, (2) demonstrate a thoughtful effort your reflection using the SHOWED model, and (3) provide constructive feedback for at least two of your group members’ Photo Journals.

Constructive feedback is not the same as praise or criticism. The purpose of constructive feedback is to help somebody strengthen their SHOWED analysis.

*Example of praise (not helpful): “Great job!” or “I really like your picture.”*
Example of criticism (not helpful): “I don’t understand how this photograph connects to…”

Example of constructive feedback (helpful): “You did a great job on your analysis. You were able to connect your experience of growing up in a poor neighborhood with institutional classism.”

OR

“I was a bit confused when you said that being a woman was connected to sexism. I’m wondering if you meant to say that you struggled with having to choose between a career and your family, and men don’t usually have this same struggle?”

Constructive feedback is extremely important, because it will help you refine your Photo Journals into your Photovoice Portfolio project. The more effort you put into each Photo Journal, and the more constructive feedback you have, the easier it will be to put together your final Photovoice Portfolio project. Due to the size of the class, please note that your Photo Journals will only be shared within a smaller group of 20-25 people. Students must post their Photo Journals by Saturday at the end of the day (11:59pm). The responses to two other group members’ Photo Journals should be entered no later than the end of the day on Monday.

4) Social Justice Experience 20%

One of the goals of this course is to actively engage in opportunities to learn about diversity, oppression, and social justice. The Social Justice Experience is about students stepping outside of their own comfort zones and experiencing oppression from a new perspective, OR exploring their ethnic roots and learning about themselves within a social justice framework. Students will select one of the two following types of assignments, listed below. Assignments can be submitted in various formats: a written paper; a podcast; video; presentation; etc. Students are strongly encouraged to be creative and find the format that best fits with the experience they selected—for example, audio-recorded interviews could be turned into a podcast; old family videos could be combined into a short video; or photographs depicting barriers for a person with a wheelchair could be turned into a presentation. There are a lot of great resources out there to help you go beyond the traditional written paper, so don’t hesitate to try something new! Although students will choose their social justice experience, they must submit a proposal to the instructor before carrying out one of the two options listed below:

a. Out of Comfort Zone Assignment

Students will take on a disadvantaged or discriminated role that has been studied in class and experience a day in the life of an oppressed population (to the best of their ability). This must be a new role that the student has not experienced before—in other words, you must not be a member of the oppressed group you are studying. Some examples include: holding hands in public with a same-sex friend (to experience LGBT discrimination); wearing a hijab during a day of errands (to experience
religious oppression); using public transportation to get to/from school or work (to experience poverty); or using a wheelchair for a day (to experience a disability).

This assignment allows students to reflect on their social identities in privileged and oppressed groups. It also allows them to describe the out-of-comfort-zone experience and analyze the experience in the context of concepts discussed in class, such as privilege and discrimination. Students will submit a proposal to the instructor before beginning their assignment that includes the following:

1.) When and where will this experience take place?
2.) How will you carry it out (logistics and planning)?
3.) Is this a new experience? How?
4.) How will you interact with others during this experience?
5.) How does this experience take you out of your comfort zone?
6.) What format do you propose to use for your assignment?

b. Ethnic Roots Assessment
Students will explore their families’ ethnic roots and processes of acculturation as well as the implications of their families’ experiences of their own sense of ethnic or racial identity. Students completing this assignment will first reflect on their personal ethnic or racial identity. They will also interview at least two family members to gather family histories with a particular emphasis on their ancestors’ processes of immigration (or conquest). Finally, students will concepts learned in class to understand how their family members and they have integrated into mainstream U.S. society. Students will submit a proposal to the instructor before beginning their assignment that includes the following:

1. Describe your personal ethnic or racial identity. How are these two different social identities similar or different?
2. Which family members do you plan to interview, and why?
3. What questions do you propose to ask during your family interview?
4. How much do you currently know about your family’s process of immigration (or conquest)?
5. What format do you propose to use for your assignment?

Detailed guidelines for this assignment will be made available on Blackboard.

5) Photovoice Portfolio and Presentation 20%

The Photovoice Portfolio and Presentation is a creative and fun alternative to a final exam. You can choose to do this as a presentation using PowerPoint, Google Slides, or Prezi. The Photovoice Portfolio is basically a synthesis of all your Photo Journals into a single presentation. While you are strongly encouraged to use the same photographs that you used in your Photo Journals, you can choose to swap out one or more of the photographs if you come across a photographic opportunity that is too good to pass up.
You have the choice to complete your Photovoice Portfolio and Presentation as a group or as an individual. In addition to the Photovoice Portfolio, students will record a video Presentation of this project. The video will be approximately 10 minutes in length (per person – if you are working in a group it might be longer) and can be recorded using a webcam, smart phone, or other audio/visual recording device. The Presentation should NOT be a recording of each participant just reading each slide word by word – rather, it should be a summary that synthesizes the most important points from your presentation. Detailed guidelines for this assignment will be made available on Blackboard.

In order to submit this assignment, students must first upload the video to YouTube (see Blackboard for an instructional video). Then, in Blackboard, students will submit the assignment by: (1) attaching a copy of the Photovoice Portfolio and (2) pasting the YouTube link in the “Text Submission” box. Please note that if you choose to complete this project as a group, each individual must still submit the assignment. Feel free to reach out to the instructor if you anticipate any concerns in recording or uploading the presentation.

6) Extra Credit

Extra credit opportunities may be made available throughout the semester through email announcements. These will typically include campus- or community-based workshops or other events that relate to at least one of the topics covered in class. Extra credit is not guaranteed and is highly dependent on the number of events that take place in a given semester. Additionally, extra credit opportunities may not be available for all students due to scheduling difficulties. Therefore, if you come across events or opportunities that might count for extra credit, you are encouraged to submit them to the instructor for prior approval.

A total of 5 points can be provided for extra credit. Only one extra credit opportunity will be accepted per student. In order to earn the full 5 points, a student must provide evidence of attendance, such as a photograph of the event or a copy of an agenda. In addition, students must complete a short summary of no more than one page that (a) describes the event, (b) reflects on what was learned, and (c) discusses how they plan to use the information in their career. This information must be emailed to the instructor within two weeks of attending the event.

F. Grading Policy:

All written papers must be submitted in Microsoft Word format (ends with .doc or .docx). If you are using a Mac, make sure you save your file as a Word document before submitting. All assignments must also be grammatically correct using APA style. Assignments with many grammatical errors and misspellings will not receive a satisfactory grade.

Course Grading Scale
The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>300-349</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>Below 300</td>
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</table>

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

G. Make-Up Exam or Assignment Policy:
No make-up activities will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one assignment.

Late assignments will be approved on a case-by-case basis depending on communication with instructor, a documented serious illness or emergency, and consistent participation in the course. Late assignments may receive a penalty of up to 10% of the final grade per day late.

H. Attendance Policy:
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have the ability to monitor your engagement with the course by reviewing when you last accessed the course, reviewed course materials and submitted assignments online. However, as an online student, you are expected to complete all required activities and assignments within the time frames specified below.

I. Course Schedule:
This is an online asynchronous course, which means you work at your own pace throughout the week. Each week you will focus on a different module, as outlined in the schedule below. In this class, each week begins on Tuesday at 7:00am and ends on Monday at 11:59pm.

To facilitate your learning, you will have all required readings available to you within Blackboard at the beginning of the semester. Please note that the main textbook is made up of “mini-chapters” so while you may have several chapters assigned in a given week, the total amount of required reading per week is the rough equivalent to a chapter in a regular textbook. In addition, you will also have an optional reading guide to accompany the readings and help you navigate the most important material (that also serves as a great study guide!).

On a weekly basis I will provide you with the following in each “Module” folder:
1. PowerPoint presentation. Each presentation includes outside links (videos, news articles, podcasts, etc.) that you can access to get a better understanding of the materials.
2. YouTube videos with a review of the PowerPoint presentation (*Each video is approximately 4 minutes long and there are usually 3-4 videos per module.*)

Your weekly assignments are summarized as follows:

*By Saturday:*
1. Submit your Discussion Board activity.
2. Submit your Photo Journal.

*By Monday:*
1. Post comments to at least two other people’s Discussion Boards.
2. Post comments to at least two other people’s Photo Journals.
3. Submit the online quiz.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE(S)</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week of Class</td>
<td>01/19 – 01/25</td>
<td>Overview and Introductions</td>
<td>Optional: <em>Meet and Greet on Thursday, Jan. 21</em></td>
<td>DB1</td>
</tr>
<tr>
<td>Module 1</td>
<td>01/26 – 02/01</td>
<td>Paradigms</td>
<td>Adams et al. Chaps. 2, 5 &amp; 6 <em>Optional: K&amp;G, Chap. 1</em></td>
<td>DB 2 Quiz 1</td>
</tr>
<tr>
<td>Module 2</td>
<td>02/02 – 02/08</td>
<td>Prejudice, Stereotyping &amp; Discrimination</td>
<td>Racial Profiling-see web links posted online</td>
<td>DB 3 Quiz 2</td>
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<tr>
<td></td>
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<td>Schulman et al. (1999) Effect of race and sex <em>Optional: K&amp;G Chap. 2</em></td>
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<tr>
<td>Module 3</td>
<td>02/09 – 02/15</td>
<td>Cross Cultural Communication</td>
<td>Adams et al. Ch. 135 <em>Cultural Humility Video</em></td>
<td>DB 4 Quiz 3</td>
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<td><em>Optional: K&amp;G Chap. 3</em></td>
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<tr>
<td>Module 4</td>
<td>02/16 – 02/22</td>
<td>Privilege</td>
<td>Unpacking the Invisible Knapsack</td>
<td>DB 5</td>
</tr>
<tr>
<td>MODULE</td>
<td>DATE(S)</td>
<td>TOPIC</td>
<td>READINGS</td>
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<tr>
<td>Module 5</td>
<td>02/23 – 02/29</td>
<td>Racism</td>
<td>Adams et al. Ch. 3</td>
<td>Due: Submit assignment proposal.</td>
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<td><strong>Zinn, Ch. 1-3 – link posted online</strong></td>
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<td>Adams et al. Ch. 3</td>
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<td><strong>Adams et al. Ch. 3</strong></td>
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<td><strong>Due: Submit assignment proposal.</strong></td>
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<td><strong>Adams et al. Ch. 3</strong></td>
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<tr>
<td>Module 6</td>
<td>03/01 – 03/07</td>
<td>Nativism (Immigration)</td>
<td>Adams et al. Ch. 15</td>
<td>DB 6</td>
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<td>Optional: K&amp;G Chap. 5</td>
<td>Quiz 4</td>
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<td></td>
<td></td>
<td>Optional: K&amp;G Chap. 5</td>
<td>Photo Jour. #1</td>
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<td>Jones et al. (2000)</td>
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<td>Socially Assigned Race</td>
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<tr>
<td>Module 7</td>
<td>03/08 – 03/14</td>
<td>Sexism and Gender Diversity</td>
<td>Adams et al. Chaps. 62, 63, 65, 67, 73</td>
<td>DB 9</td>
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<td></td>
<td>Optional: K&amp;G Chap. 4</td>
<td>Quiz 6</td>
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<td>Photo Jour. #3</td>
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<tr>
<td>Module 8</td>
<td>03/15 – 03/21</td>
<td>Spring Break</td>
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<td>Module 9</td>
<td>03/22 – 03/28</td>
<td>Heterosexism</td>
<td>Adams et al. Chaps. 77, 79, 80, 83</td>
<td>DB 10</td>
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<td>Optional: K&amp;G Chap. 11</td>
<td>Photo Jour. #4</td>
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<tr>
<td>Module 10</td>
<td>03/29 – 04/04</td>
<td>Cisgenderism (Transgender)</td>
<td>Adams et al. Chaps. 87, 88, 89, 93</td>
<td>DB 11</td>
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<td>Quiz 7</td>
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<td>Photo Jour. #5</td>
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<tr>
<td>MODULE</td>
<td>DATE(S)</td>
<td>TOPIC</td>
<td>READINGS</td>
<td>ASSIGNMENT</td>
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<tr>
<td>Module 11</td>
<td>04/05 – 04/11</td>
<td>Ableism</td>
<td>Adams et al. Chaps. 98, 106, 110, 113</td>
<td>DB 12</td>
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<td><em>Optional:</em> K&amp;G Chap. 12</td>
<td>Photo Jour. #6</td>
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<td><strong>Due:</strong> Social Justice Experience</td>
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<tr>
<td>Module 12</td>
<td>04/12 – 04/18</td>
<td>Ageism &amp; Adultism</td>
<td>Nelson (2005) Ageism</td>
<td>DB 12</td>
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<td></td>
<td></td>
<td>Adams et al. Chaps. 114, 115, 117, 126</td>
<td>Quiz 8</td>
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<td>(these can be combined into one post)</td>
<td>Photo Jour. #7 &amp; 8</td>
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<td><em>Optional:</em> K&amp;G Chap. 9</td>
<td>Quiz 9</td>
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<td>Photo Jour. #9</td>
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<tr>
<td>Module 14</td>
<td>04/26 – 05/02</td>
<td>Religious Intolerance</td>
<td>Adams et al. Chaps. 44, 45, 47, 49</td>
<td>DB 14</td>
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<td><em>Optional:</em> K&amp;G Chap. 6</td>
<td>Quiz 10</td>
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<td>Photo Jour. #10</td>
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<td><em>Optional:</em> K&amp;G Chaps. 13 &amp; 14</td>
<td><strong>Due:</strong> Photovoice Portfolio and Presentation</td>
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<tr>
<td>Final Exam Week</td>
<td>05/09 – 05/13</td>
<td>NO FINAL EXAM</td>
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</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given.
so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

J. **Expectations for Out-of-Class Study:**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. **Grade Grievance Policy:**

L. **Student Support Services:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit [http://www.suicidepreventionlifeline.org/](http://www.suicidepreventionlifeline.org/) for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. **Librarian to Contact:**
The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by
students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page ................... http://www.uta.edu/library
Subject Guides ......................... http://libguides.uta.edu
Subject Librarians .................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List .......................... http://www-test.uta.edu/library/databases/index.php
Course Reserves ...................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog ...................... http://discover.uta.edu/
E-Journals .............................. http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off- Campus .. http://libguides.uta.edu/offcampus
Ask a Librarian ........................ http://ask.uta.edu

N. Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Americans with Disabilities Act:
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the **Americans with Disabilities Act (ADA)**. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining
disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity:
Students enrolled in all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

S. Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.
U. Final Review Week:
This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.