A. Description of Course Content

Introduction to theoretical, practical, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual orientation, and disability status. Course includes a study of historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ablest values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice
Interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.

**B. Student Learning Outcomes**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

SOCW 5317 addresses the following foundation educational objectives:

- **Objective 2.** Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- **Objective 3.** Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- **Objective 4.** Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- **Objective 7.** Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

**Core Competencies and Practice Behaviors**

SOCW 5317 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:]

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2. 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:

1. 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, Midterm and Final Exam, Out of Comfort Zone Paper)
2. 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, Midterm and Final Exam, Out of Comfort Zone Paper)
3. 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)
4. 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); Out of Comfort Zone Paper, DB)
5. 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); Out of Comfort Zone Paper, DB)
6. 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)

C. Required Textbooks 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 Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Final Grade (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Syllabus Overview Quiz</td>
<td>Sunday, 08/28</td>
<td>25</td>
</tr>
<tr>
<td>2) Online Readiness Assessment</td>
<td>Sunday, 09/18</td>
<td>25</td>
</tr>
<tr>
<td>3) Discussion Boards (10 total)</td>
<td>Weekly starting Sunday, 08/28</td>
<td>200</td>
</tr>
<tr>
<td>4) Quizzes (10 total)</td>
<td>Almost weekly starting Sunday, 09/04</td>
<td>250</td>
</tr>
<tr>
<td>5) Social Justice Blog Posts (10 total)</td>
<td>Weekly starting Sunday, 10/02</td>
<td>200</td>
</tr>
<tr>
<td>6) Social Justice Experience</td>
<td>Sunday, 11/06</td>
<td>200</td>
</tr>
<tr>
<td>7) Photovoice Presentation</td>
<td>Sunday, 12/04</td>
<td>100</td>
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<tr>
<td>Total Points</td>
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1. Discussion Boards (DB) (200 points total)

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
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 three 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:

1. **Post your initial message as early in the week as possible** so people will have time to read and respond to your contribution.

2. **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.
   - 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...”

3. **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.
   - G. Rather than saying, “You’re wrong. That’s not what it’s like to...” consider saying, “I’m concerned because...”

4. **State the facts.** While we all have different perspectives, it is important to back up our opinions with actual facts and experiences.
   - 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.”

5. **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.
   - 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?”

6. **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--

7. **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 from your overall class score.

Students may earn up to 20 points for each Discussion Board. Points will be given as follows: (4 pts) Submitting an answer; (8 pts) Thoughtfulness of response, (4 pts) Following directions, and (4 pts) Responding to at least three other students. You are strongly encouraged to post your Discussion Board at least a couple of days before it is due so that others have an opportunity to review and post your comments for others.

2. **Quizzes (250 points total)**

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 final exams, 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 25 points.

You have two attempts to complete each quiz, and you can review your incorrect answers after the first quiz to determine which ones you got wrong prior to beginning the second attempt. You will be able to view the correct answers the day after the quiz is due. Your final quiz grade will be the higher of the two attempts, whether you get a higher score the first time or the second time you take the quiz. Quizzes are not time-limited, which means you can work on it throughout the week, pausing and returning to it as you need. 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 Sunday by the end of the day (11:59pm).

3. Social Justice Photovoice Blog (200 points total)

Why are we doing a blog? And what is a blog, exactly?

A blog is kind of like an online journal where one or more people can collaborate and share information about various topics. In this class, the purpose of the Social Justice Photovoice Blog is to strengthen a student’s skills at recognizing, analyzing and acting on different types of oppression in the world around them through the use of photographs. 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.

How do I prepare for this assignment?

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. In addition, all students will need to create a Gmail account in order to be able to join the classroom blog. The instructor will provide instructions for how to create a Gmail account, if you do not already have one. You will then receive an email inviting you to join a collaborative blog, where all students in the classroom will be able to contribute to the same blog.

What exactly will I be doing on the blog?

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 during this semester and cannot use a picture that was previously taken or one that was downloaded from online; and (2) the photograph can depict either a real experience or a symbolic one. In other words, you do not have to physically be in the actual 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. In addition, students will also be asked to provide constructive criticism for at least three of their classmates’ blog entries.

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 six aspects in the SHOWED model (below). Keep in mind that this should not feel like a formal writing assignment, but rather like a journal or a blog.
**How do I submit my blog entry? How will it get graded?**

Students will submit 10 blog entries throughout the semester. You will submit each blog post through the appropriate section in Blackboard. You will open the appropriate assignment and provide a link to the blog post in the very first line of the “Write Submission” box. You will skip a line, and then beneath the link you will also cut and paste the text of your blog post (this is a back-up measure in case of technical difficulties with your blog). Make sure not to accidentally cut and paste the text into the “Comments” section, as this makes it very difficult to read.

Each student can receive 20 points each submission. Blog entries will be graded according to the following general criteria: (10 points) photograph is original and was not previously taken or taken from another source; (5) student demonstrates a thoughtful reflection using the SHOWED model, and (5) student provides constructive feedback for at least three of their group members’ blog posts. You are strongly encouraged to post your Discussion Board at least a couple of days before it is due so that others have an opportunity to review and provide constructive criticism.

**What type of constructive feedback do I need to provide for my peers? How is this different than regular feedback on Discussion Boards?**

Constructive feedback is extremely important, because it will help you refine your blog posts into your Photovoice Portfolio project. The purpose of constructive feedback is to help somebody strengthen their SHOWED analysis. The more effort you put into each blog post, and the more constructive feedback you have, the easier it will be to put together your final Photovoice Portfolio project. Constructive feedback is not the same as praise or criticism in general.

*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.” *Example of constructive feedback (helpful):* “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?”

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<th>Title of Photo (make sure you give your photo a meaningful title)</th>
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**4. Social Justice Experience (200 points)**
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 go beyond the written paper to 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: a person with a masculine gender expression spends a day in feminine clothing (to experience LGBT discrimination); a Christian wears a hijab during a day of errands (to experience religious oppression); a person from an upper-middle class family uses public transportation for a day to get to/from school or work (to experience classism); or a person without mobility limitations spends a day in a wheelchair (to experience ableism).

At the end of the assignment, the student will **debrief** by discussing their experience with a key informant who belongs to the oppressed group that the student was trying to experience. This debrief is a critical opportunity to compare the simulated experience to the individual experiences of the key informant. While it can sometimes be difficult to find a person with whom to debrief, I have several willing volunteers that are happy to serve as key informants and provide you with the debrief required for this assignment. Coming up with this experience can be difficult and I’m happy to help you identify both an experience and a key informant.

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, analyze the experience in the context of concepts discussed in class, such as privilege and discrimination, and practice cultural humility by co-learning with persons from oppressed groups. 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 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 Presentation (150 points total)

The Photovoice Presentation is a creative and fun alternative to a final exam. The Photovoice Presentation is basically a synthesis of all your blog posts into a single presentation. While you are strongly encouraged to use the same photographs that you used in your blog posts, 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.

It is important to synthesize and articulate the main points and trends from your blog entries, so the Photovoice Presentation will be submitted as a video presentation which must be recorded and uploaded to YouTube. The video should be no longer than 10 minutes in length. The instructor will provide resources to assist with how to record your presentation. The Presentation should NOT be a recording of each participant reading each slide word by word - rather, it should be a summary that synthesizes the most important points from your presentation. The instructor will provide the shell for the presentation in PowerPoint format, but you can choose to take this same format using the presentation software of your choice (e.g. Google Slides or Prezi). You can modify the visual design of the presentation to your liking, but the information on the slides must follow the content outline provided in the template and you must not add additional slides.

To submit the presentation, you must follow two steps. First, you will attach the presentation as a file. Second, you must also add the video to a classroom playlist using the instructions provided by the instructor. Feel free to reach out to the instructor if you anticipate any concerns in recording or uploading the presentation.

Detailed guidelines for this assignment will be made available on Blackboard

6. Preparation and Reflection Activities (50 points total)

Syllabus Overview Quiz – 25 points. During the first week of class, you have the opportunity to complete a short 10-question quiz over the syllabus. The purpose of this quiz is to encourage you to review the syllabus in detail. You can take this quiz as many times as possible until you achieve a perfect score.

Online Readiness – 25 points. Whether this is your first time taking an online course or your 10th, you will take a brief Online Course Readiness Assessment if you are concerned about how prepared you are to deal with issues such as time management, comfort with technology, etc. At the end of the assessment, you will receive a summary. If you receive a score below 30, I strongly suggest you reach out to me so we can work together to come up with a plan to help you succeed in this class. To receive credit, the Online Readiness Assessment must be completed by the deadline listed in the course schedule. To submit, copy and paste results into a Word document. In the Word document, include: (1) a brief summary of your thoughts on what was produced by this assessment, (2) your reaction to these results, and (3) whether you agree or disagree with the results, and why. Submit the Word document in the appropriate section in Blackboard. The assessment can be found here:

https://esurvey.tlt.psu.edu/Survey.aspx?s=246aa3a5c4b64bb386543eab834f8e75.

F. Grading

The instructor provides a grading rubric for each assignment and students are expected to be familiar with the grading rubric before submitting an assignment. However, grading is also considered a collaborative process, and it is important to keep in mind that even with a rubric, grading written assignments inevitably requires a certain degree of discretion. As adult learners, students in this course are also expected to take an active role in determining the fairness of each rubric, and to provide the instructor with suggestions and feedback in how to structure the grading criteria. If a student is confused or disagrees with how a score was calculated, they
are encouraged to email the instructor or set up a time to discuss your score and negotiate a score that better fits with the instructions and grading rubric provided. If a student can provide evidence of critical thinking, even if they do not have the “correct answer,” they might be able to earn back some of the points for an assignment.

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

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>59% and below</td>
<td>Below 600</td>
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</tbody>
</table>

Grades that fall right on the edge of the next letter grade (e.g. if you have 899 points) will be rounded up at the professor’s discretion. Important factors that will be considered in this situation include regular Blackboard access, timely submission of assignments, submission of all course assignments, communication with instructor and respectful interactions/communication with peers in the course.

**Expectations for Written Assignments**

All written assignments must follow APA writing style. This means that all sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. APA writing style also includes careful attention to the proper use of first-person or third-person point of view, encourages use of an active instead of a passive voice, and requires clear and concise details, consistent terms, and avoidance of poetic/creative language. Assignments should also be carefully proofed for spelling and grammar.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**G. Make-Up Exams**

- Students who do not complete a quiz will not earn any points. If you have anticipate that you will miss a quiz, it is highly recommended that you contact the instructor in order to take the quiz early. Make up quizzes will not be given unless the instructor considers this an authorized absence (please check the “Attendance Policy” for more detailed information). Make up quizzes may be different than the regular quizzes and include short-answer questions.
- Submissions of any assignment (other than Reading Quizzes) will be accepted up to three days after the due date with a late penalty of up to 10% of the total possible points per calendar day. Late penalties can be negotiated with the instructor IF sufficient notice is provided.
- Students that receive a poor grade on an assignment may be allowed to resubmit on a case-by-case basis, depending on the circumstances. Before any resubmissions can be accepted, students must schedule a meeting with the instructor.
- Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.
- In an online class, issues with web access may occur, due to weather or circumstances such as travel, which
severely impede your ability to complete assignments. Most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access (e.g. via smartphone). Since this is a self-paced online class, web outages on Sunday night are not considered authorized absences.

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

I will consider authorized absences as those that fall under the following circumstances: (1) A special situation limits the student’s ability to complete assignments during a one-week time period or more, AND (2) the student communicates with the instructor PRIOR to the assignment due date (if special situation is known ahead of time); OR (3) the student provides the instructor with documentation (if special situation occurs unexpectedly). Communication is essential and will go a long way—even if you only THINK you might have an authorized absence, it is advisable to reach out to the instructor ahead of time.

I. Course Schedule

In this class, each week begins on Monday at 7:00am and ends on Sunday at 11:59pm. 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. You are advised to set aside at least 5 hours a week for this class, which includes reading, reviewing the presentations, working on the social justice experience assignment, and completing discussion boards, quizzes and blog entries.

The following is a suggested weekly task list:

1. Early in the week:
   1. Make a note of the week’s topic and begin taking photographs that catch your eye.
   2. Submit your Discussion Board activity and comment on three of your peers.
2. Complete the reading, using the optional reading guide found in the module folder.
   1. 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.
   2. You have all required readings from the Adams et al. textbook available to you within Blackboard at the beginning of the semester. The material from the K&G textbook is covered extensively in the PowerPoint presentations.
3. Take the Quiz the first time. Review the incorrect answers and use these to guide your review of the PowerPoint Presentation or YouTube videos.
   1. Review the PowerPoint presentation. Each presentation includes outside links (videos, news articles, podcasts, etc.) that you can access to get a better understanding of the materials. The PowerPoint includes significant outside material and should be reviewed in addition to the reading.
   2. Review YouTube videos that accompany the PowerPoint presentation (Each video is approximately 4 minutes long and there are usually 3-4 videos per week.)
4. Take the Quiz the second time. Celebrate when your score goes up.
5. **Select a photograph and draft your blog entry using the SHOWED model.**
   1. Reference the textbook, the presentation, and the videos. Edit your answers to make sure they include all the important concepts from the class materials.
   2. Save and submit your blog post.
   3. Review your peers’ blog entries and comment on three of their posts.

6. **Work on your Social Justice Experience project** for the rest of the day.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE(S)</th>
<th>TOPIC</th>
<th>PREPARATION</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>August 22 – August 28</td>
<td>Overview and Introductions</td>
<td>Review syllabus</td>
<td>DB1 (08/28) Syllabus Overview Quiz (08/28)</td>
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| 2      | August 29 – Sep 4   | Paradigms                                       | Adams et al. Chaps. 2, 5 & 6  
*Optional: K&G, Chap. 1*                                                      | DB 2 (09/04) Quiz 1 (09/04) Create a Gmail account and email the instructor with email the address (08/28) |
| 3      | Sep 5 – Sep 11     | Prejudice, Stereotyping & Discrimination         | Racial Profiling-see web links posted online  
Schulman et al. (1999) Effect of race and sex  
*Optional: K&G Chap. 2*                                                        | DB 3 (09/11) Quiz 2 (09/11) Accept invitation to join class blog (09/04) |
| 4      | Sep 12 – Sep 18     | Cross Cultural Communication                    | Adams et al. Ch. 135  
[Cultural Humility Video](#)  
*Optional: K&G Chap. 3*                                                          | DB 4 (09/18) Quiz 3 (09/18) Online Readiness Assessment (09/18) |
| 5      | Sep 19 – Sep 25     | Privilege                                        | Unpacking the Invisible Knapsack  
Zinn, Ch. 1-3 - link posted online  
Adams et al. Ch. 3                                                               | DB 5 *Due: Submit assignment proposal.*                                        |
| 6      | Sep 26 – Oct 2      | Racism                                          | Adams et al. Chaps. 11, 21  
*Optional: K&G Chap. 5, Jones et al. (2000) Socially Assigned Race*          | DB 6 Quiz 4 Blog Post. #1                                                     |
| 7      | Oct 3 – Oct 9       | Nativism (Immigration)                           | Adams et al. Ch. 15  
*Optional: K&G Chap. 4*                                                        | DB 7 Quiz 5 Blog Post. #2                                                     |
| 8      | Oct 10 – Oct 16     | Sexism and Gender Diversity                     | Adams et al. Chaps. 62, 63,65, 67, 73  
*Optional: K&G Chap. 10*                                                        | DB 8 Quiz 6 Blog Post. #3                                                     |
| 9      | Oct 17 – Oct 23     | Heterosexism                                    | Adams et al. Chaps. 77, 79, 80, 83  
*Optional: K&G Chap. 11*                                                        | DB 9 Blog Post. #4                                                            |
| 11     | Oct 31 – Nov 6      | Ableism                                         | Adams et al. Chaps. 98, 106, 110, 113  
*Optional: K&G Chap. 12*                                                        | DB 11 Blog Post. #6 *Due: Social Justice Experience*                          |
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<tr>
<td>1 2</td>
<td>Nov 7 – Nov 13</td>
<td>Ageism &amp; Adultism</td>
<td>Nelson (2005) Ageism Adams et al. Chaps. 114, 115, 117, 126</td>
<td>DB 12 Quiz 8 Blog Post. #7 &amp; 8 (these can be submitted in the same blog post, but must still address ageism and adultism separately)</td>
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<tr>
<td>1 3</td>
<td>Nov 14 – Nov 20</td>
<td>Classism</td>
<td>Adams et al. Chaps. 26, 27, 28, 35 Optional: K&amp;G Chap. 9</td>
<td>DB 13 Quiz 9 Blog Post. #9</td>
</tr>
<tr>
<td>1 4</td>
<td>Nov 21 – Nov 27</td>
<td>Religious Intolerance</td>
<td>Adams et al. Chaps. 43, 44, 45, 47, 49 Optional: K&amp;G Chap. 6</td>
<td>DB 14 Quiz 10 Blog Post. #10</td>
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<tr>
<td>1 6</td>
<td>Dec 5 – Dec 11</td>
<td>NO FINAL EXAM</td>
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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.

**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 Grievances**


**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, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer
students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). 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](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](http://www.uta.edu/library)
- Subject Guides............................ [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves.......................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Connecting from Off- Campus....... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask a Librarian............................ [http://ask.uta.edu](http://ask.uta.edu)

N. 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/](http://wweb.uta.edu/aao/fao/)).

O. Disability Accommodations

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations.
Counseling and Psychological Services, (CAPS)  [www.uta.edu/caps/] or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos].

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX] or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

R. Academic Integrity

Students enrolled 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 in their courses by 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. Additional information is available at [https://www.uta.edu/conduct/].

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. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more
U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, 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.