THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

Semester/Year: Spring 2017
Course Title: Diverse Populations (formerly Human Behavior and Diverse Populations)
Course Prefix/Number/Section: SOCW 5307-007 (formerly SOCW 5317-007)
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Day and Time of Class (if applicable): Online
Location: Online
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu/webapps/login/

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, heterosexual, and ableist 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 sociocultural 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 5307 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 5307 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:

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, Photovoice Journals, Concept Map)
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, Photovoice Journals, Concept Map)
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, Concept Map, Photovoice Journals)
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); Concept Map, Photovoice Journal, 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 Final Project, 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, Final Project)

C. Required Textbooks and Other Course Materials


- 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.

- Required material from this book will be covered extensively in the presentations.

D. Additional Recommended Textbooks and Other Course Materials

Extensive reading and film lists have been compiled for each module by the authors of our textbook and can be found at the textbook’s website, below. Visit “Section Resources” and click on the desired section (these are not labeled easily so you may have to click in order until you find the one you are looking for). Then, click on “Further Resources.”

http://routledgetextbooks.com/textbooks/_author/readingfordiversity/
E. Descriptions of Major Assignments and Examinations

1) Course Orientation (25 points total)

In order to support student engagement in an online setting, this course incorporates various different forms of technology. As an instructor, I believe it is particularly important to support my students in establishing a digital identity by learning how to interact with different forms of technology that can support learning about diversity and taking action for social justice. Both of the Course Orientation tasks listed below are due by the end of the first week of class. Success in this course depends on completion of both of these steps.

a. Course Orientation Task List
I will provide you with a step-by-step orientation to the course that outlines which forms of technology we will use, how to set up those programs, etc. You will be required to complete various required steps to prepare for the class and submit evidence on Blackboard that they have been completed. While it may seem overwhelming at first, the purpose of having an Orientation to the Course is so that you can get acquainted with the technology early on in the class and have a chance to get used to the look and the feel of the programs.

b. Syllabus Overview Quiz

It is also very important to be familiar with the basic structure and assignments for the class. Therefore, you will be asked to complete a short, 10-question Syllabus Overview quiz. The objective of the quiz is to encourage you to review the syllabus in detail. You can take this quiz as many times as needed.

2) 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. Each Discussion Board will begin with a debrief summarizing the comments from the previous week, and will then present students with either a short activity or a few reflection questions It is important to check the Discussion Board as early in the week as possible, since you will often be asked to carry out a short activity (e.g. watch a movie, complete an online assessment, interview somebody around you) that may require a bit of planning.

There are no right or wrong answers in this assignment. Students will follow the instructions and share an open and honest response. The structure of Discussion Boards is designed so that students can reflect on the material as if they were part of a class discussion, and much as you would in an open discussion, you are not required to respond to other students’ comments, but rather you should take others’ comments into consideration as you formulate your own response that builds on your own experiences. There will be 15 Discussion Boards throughout the course. Recognizing that some weeks will be far more challenging than others, however, you are only required to participate in 10 discussions. Therefore, while you are certainly encouraged to participate in all 15, if you accidentally forget one or two throughout the course it will not hurt your grade since only 10 of these Discussion Boards will count toward your final grade. Keep your post BRIEF and to the point. Each Discussion Board is worth 20 points and will be graded according to the following criteria: (10 points) evidence of completing your activity, and (10 points) thoughtful reflection about the meaning of the activity.

Discussion Boards will be completed through the online program VoiceThread. Refer to the Course Orientation for information on how to create an account for this program. Discussion Boards are due each Friday by the end of the day (11:59pm).

3) 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. 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.

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) Skin 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 will be completed on Blackboard and each quiz is worth 25 points. **Quizzes are due each Sunday by the end of the day (11:59pm).**

4) Photovoice Journal (300 points total)

In this class, the purpose of the Photovoice Journal 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.

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, adulthood, classism, and religious oppression). Each photograph is basically an answer to the question, “How does this topic relate to me and my community?” (HINT: I encourage you to use the Discussion Board posts to find good photographic opportunities to answer this question.) 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 journal entries throughout the semester. **Prior to beginning this activity, students will complete an online training module in Blackboard which will provide them with basic information about Photovoice and technical guidelines for selection of a photograph, how to take photographs in an ethical manner, and how to take quality photographs.** Photovoice Journal entries will be submitted through Disqus, an online program that allows everybody in the class to add their journal entry within a weekly discussion forum and engage in an online discussion with each other about your photograph. Each module will provide you with a link to the Disqus website where you will submit your slide. Within the training module, you will also receive a video tutorial to walk you through how to post your journal within the Disqus program.

Each student can receive 30 points for each submission. Journal entries will be graded according to the following general criteria: (5 points) photograph is original and was not previously taken or taken from another source; (15) student demonstrates a thoughtful reflection using the SHOWED model (below), and (5) student provides specific feedback for at least two group members’ journal entries.

**Each Photovoice Journal is due in the three different stages. Please refer to the training module in Blackboard for examples and more detailed information.**

- **Friday** - Student will submit a photograph along with a brief description that includes the first two steps of the SHOWED model (S & H).
- **Sunday** - Student will select at least two peers’ photographs (maximum of two comments per photograph) and examine them by submitting a comment that reflects on the following: (1) How you personally relate (or don’t relate) to the topic, (2) How your life might be similar or different than the person posting the photograph in regard to this topic, (3) Your thoughts about why the photograph relates (or doesn’t relate) to the topic, and (4) What you think the author could do to address the issue identified in the photograph. Students are strongly encouraged to respond to these comments with their reactions.
- **FOLLOWING Friday:** Each student will “wrap up” this activity by posting a comment on their original post with the last four steps of the SHOWED model (O, W, E & D). This allows others to reflect on how well they were able to analyze the photo and to better understand the true intent of the author in selecting that photograph.

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<tr>
<th>Title of Photo (make sure you give your photo a meaningful title)</th>
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5) Concept Map (100 points total)

To assist you in consolidating the different sections of the class and to help you reflect on how the various topics and assignments fit together outside the classroom, you will develop a concept map. A concept map is a visual representation of ideas and information and their relationships to each other. In previous courses, you may have learned how to do a “brainstorm map” before beginning a writing assignment. A concept map has a similar purpose, but rather than using it as preparation for a writing assignment, the concept map is the actual final product you will submit.

While it sounds deceptively simple, the difficulty in creating a concept map is that it requires you to think deeply about the interrelationships between different ideas and thus challenges you in a way that writing alone does not. When you write, you can often write extensively without ever making your point or connecting your ideas. Concept mapping requires you to do that up front, and it is typically more challenging and time-consuming to express complex ideas well in a short space compared to a longer space, so give yourself time to consolidate your ideas.

The material for your concept map will come from the course materials (readings, presentation, narrated videos), and outside materials (videos, articles) AS WELL AS the course assignments including your Discussion Boards and Photovoice Journals. You will submit your concept map at five points throughout the class. You will submit the SAME concept map each time, but each submission should include substantial revisions as you add, remove, synthesize or expand the concept map. Each submission is designed to help you integrate the information from a specific group of modules into your concept map:

A. Modules 2-4 (Paradigms, Prejudice, Stereotyping and Discrimination, and Cross Cultural Communication)
B. Module 5 (Privilege)
C. Modules 6 & 7 (Racism and Nativism)
D. Modules 8 - 10 (Sexism, Heterosexism and Cisgenderism)
E. Modules 11-14 (Ableism, Ageism & Adultism, Classism, Religious Oppression)

Each time you get ready to update your Concept Map, I suggest you start by first reviewing the course materials and assignments that you completed for each module group listed above. Think through the “Suggested questions for reflection and analysis” listed below and jot down some key ideas, terms and concepts in response to these questions. Most of these questions assume that you will recall the people, places and context of the experiences related to the activities within the Discussion Board or Photovoice Journal. Do not worry about trying to address all of the following—rather, use this as a guide as you analyze each group of modules. Once you’ve written down your ideas, take a bit of time to look at what you’ve written and try to figure out how you might convey this information visually.

Suggested questions to guide reflection about course assignments and application of course materials:

- What was your reaction to the experience? Describe feelings, attitudes, and biases.
- Within your concept map, use the “Matrix of Oppression” provided in Module 2 to describe, to the best of your ability, the people you observed and each of their social identities. Make sure to include yourself in this analysis - how do you differ, and how are you similar, from the people you observed?
- What is the role of attitudes and beliefs? How has the socialization of the people involved impacted the way they see the world? How do people interact with each other? What individual behaviors are evident? Did you observe any examples of prejudice, stereotypes or discrimination? What were they?
• What are the values, norms and needs that influence the people involved? What standards of beauty are typically applied to them? What is their language and what holidays do they celebrate? What “rules” do they use for how to make decisions or how to behave? What societal expectations exist about them?

• How have the people involved been impacted by housing, employment, or education? What is their access to health care (physical or emotional) or social services? Have they been involved in the criminal justice system or interacted with government or legal services? How might religion and media impact their lives? What barriers have persons experienced based on their social identities, and what was the degree of intent (were barriers intentional or not?) that existed.

To actually create your first concept map, you must first select a concept mapping program of your choice (refer back to the Course Orientation). Your submission will be an 8.5” x 11” one-page concept map submitted as either an MS Office file (Word, PowerPoint, Publisher, etc.), PDF or JPEG format (most concept mapping programs allow you to most of these formats). On a separate MS Word document, you will also submit a BRIEF summary that summarizes the most significant additions or expansions to your concept map and provides a general explanation for any significant modifications or revisions. There is no minimum length for the summary, but I would expect to see a well-written, grammatically correct summary with length ranging from a half-page to one-page document, double-spaced (refer to section D: Grading Policy for expectations for written assignments). You should also reference the materials that you used, including course readings and presentations and any outside materials.

Each submission of your Concept Map is worth 20 points. Points will be awarded as follows: (5 points) Evidence of building on course materials and course assignments, (5 points) Accurate use of key terms and application of core concepts, and (10 points) Connecting ideas across modules. Refer to the Course Orientation for recommendations about specific programs you can use for the concept map. Examples and other helpful resources will be provided in Blackboard.

6. Final Project (125 points)

You will select ONE of the following options as your final project. I will provide you with additional details for both of these options on Blackboard that will provide specific guidelines for creating, submitting and grading this assignment.

Option A: Portfolio

The Portfolio option for the final project consists of a portfolio that you complete as an individual. Much like an artist’s portfolio serves as an edited collection of their best artwork to showcase their style, this assignment asks you to edit and combine the assignments that you have developed throughout this course. A portfolio is a useful tool for personal growth, as it allows you to not only view yourself from multiple different angles, but it is a tangible product that you can use for ongoing professional growth as you seek out new career opportunities, participate in clinical supervision, and discuss future opportunities with trusted mentors.

The Portfolio final project asks you to engage in critical self-reflection of your personal ideas, perspectives, beliefs, values and attitudes toward diversity and social justice. You will specifically compare the ideas, perspectives, beliefs, values and attitudes that you expressed throughout the class. This assignment will be turned in as a slideshow presentation using the program of your choice (PowerPoint, Google Slides, Prezi, etc.). The portfolio will include condensed versions of your Photovoice Journals, a summary and illustration of your concept map, and an overall reflection.

In your overall reflection, you will consider ethical dilemmas that you may have to manage in your profession relating to diversity and social justice. Within the presentation, you will reflect and provide a summary of a thoughtful critical analysis comparing your discussion board posts, your Photovoice Journals, and your concept map. Consider also the readings and course materials, instructor and peer feedback, and your personal expectations about this course. Finally, you will also include an action plan that anticipates a specific step, large or small, you intend to take within your personal, family, social or professional realms. What resources or materials do you need to carry out your plan? How will you access those resources? What behaviors or steps will your plan entail? What hazards or risks are involved? Is the action worth the risk (if not, discuss what could you do to minimize the risk)? What obstacles might you encounter? What could you do to reduce or overcome these obstacles? What supports do you have? Where could you find more support? How will you know if it was successful? How can you distinguish slow change from failure?

Option B: Call to Action

The “Call to Action” option for the final project consists of a project that you complete as a group. You are to select your own group of 2-4 people to actually implement one of the suggestions that you discussed under the “Do” aspect of your
Photovoice Journals. (If you wish to work on this as an individual, you must partner with an organization to complete this project. Please indicate your desire to do so when you submit your proposal.)

As specified in the course schedule, you will first be required to email me with a proposal for your final project. Your email proposal should address the same questions listed for the action plan described for the portfolio option, above. I expect that many of you may choose to write letters to organizations or institutions, to a newspaper editor or to a legislator. You may also choose to create newsletters, videos, write a blog, develop an infographic, record a podcast, or create an online petition. In any format, you must include one or more of the photographs from your Photovoice Journal. This is the true intent of Photovoice - to generate action, because a single photograph often speaks more loudly than 1000 words!

While you are free to expand and adapt your project from what you propose, it is important that you try to stick with the general idea of what you had previously proposed. For example, if you previously proposed to write a letter to the owner of a restaurant with discriminatory practices, you might choose to send an email, get employees to sign a petition, or schedule a face-to-face, so long as each of these methods focuses on the same general issue. Any significant departures from what you proposed should be emailed to me ahead of time, as this allows me to not only ensure that your project fits with the intent of the assignment, but also allows me to screen for any safety or ethical concerns.

Please note that your “Call to Action” project must actually be “put into action!” That means you must actually SEND the letter, CIRCULATE the petition, HOLD the meeting, TWEET a link to the video or infographic to an advocacy organization, and so on. Therefore, think carefully about what kind of project you are willing to create! Extra credit will be provided for individuals that can actually provide evidence of a specific response to their project (e.g. an email response from a legislator, a re-Tweet from an advocacy organization, etc.).

F. Grading

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<th>Due Date</th>
<th>Final Grade (Points)</th>
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<tbody>
<tr>
<td>1. Course Orientation</td>
<td>First Week of Class</td>
<td>25</td>
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<tr>
<td>2. Discussion Boards (10 total out of 15 – 20 points each)</td>
<td>Fridays</td>
<td>200</td>
<td>VoiceThread</td>
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<td>3. Quizzes (10 total – 25 points each)</td>
<td>Sundays</td>
<td>250</td>
<td>Blackboard</td>
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<tr>
<td>4. Photovoice Journal (10 total – 30 points each)</td>
<td>Friday, Sunday, &amp; Following Friday</td>
<td>300</td>
<td>Disqus</td>
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<tr>
<td>5. Concept Map (5 submissions total - 20 points each)</td>
<td>Sundays</td>
<td>100</td>
<td>Concept mapping software</td>
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<td>6. Final Project</td>
<td>Sunday, May 7th</td>
<td>125</td>
<td>Platform of your choice</td>
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<td>Total Points</td>
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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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<tr>
<th>Grade</th>
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<th>Points</th>
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A 90% - 100%  900-1000
B 80% -89%  800-899
C 70% -79%  700-799
D 60% -69%  600-699
F 59% and below  Below 600

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.

**G. Make-Up Exams**

Students who do not complete a quiz will not earn any points. If you 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 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. The professor assigns “incomplete” grades only in rare circumstances per UTA policy: [http://www.uta.edu/records/faculty-staff/grading.php#incompleteGrade](http://www.uta.edu/records/faculty-staff/grading.php#incompleteGrade).

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 presentation and other course materials while also completing discussion boards, quizzes, journal entries and other assignments.

*The following is a general weekly task list:*

1. **By Friday:**
   a. Complete the Discussion Board.
   b. Select a photograph and draft the first part of your Photovoice journal entry.

2. **By Sunday:**
   a. Select two Photovoice journal entries and post your response using the template provided in the training module.
   b. Take the Quiz the first time. Review the incorrect answers and use these to guide a closer review of the material.
   c. Take the Quiz the second time. Celebrate when your score goes up.
   d. Submit an updated concept map as it is due.

3. **The FOLLOWING Friday:**
   a. Complete the second half of your analysis for the Photovoice Journal from the previous week
   b. Start from the beginning!

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE(S)</th>
<th>TOPIC</th>
<th>PREPARATION</th>
<th>ASSIGNMENT DUE (Note that assignments have different due dates - refer to weekly task list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 17 – January 22</td>
<td>Course Orientation</td>
<td>Review syllabus</td>
<td>DB1&lt;br&gt;Syllabus Overview Quiz&lt;br&gt;Course Orientation Task List</td>
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<tr>
<td>2</td>
<td>January 23 – January 29</td>
<td>Paradigms</td>
<td>Adams et al. Chaps. 2, 5 &amp; 6&lt;br&gt;Optional: K&amp;G, Chap. 1</td>
<td>DB 2&lt;br&gt;Quiz 1</td>
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<tr>
<td>3</td>
<td>January 30 – February 5</td>
<td>Prejudice, Stereotyping &amp; Discrimination</td>
<td>Racial Profiling-see web links posted online&lt;br&gt;Schulman et al. (1999) Effect of race and sex&lt;br&gt;Optional: K&amp;G Chap. 2</td>
<td>DB 3&lt;br&gt;Quiz 2</td>
</tr>
<tr>
<td>4</td>
<td>February 6 – February 12</td>
<td>Cross Cultural Communication</td>
<td>Adams et al. Ch. 135&lt;br&gt;<strong><a href="#">Cultural Humility Video</a></strong>&lt;br&gt;Optional: K&amp;G Chap. 3</td>
<td>DB 4&lt;br&gt;Quiz 3&lt;br&gt;Concept Map #1</td>
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<tr>
<td>5</td>
<td></td>
<td>Privilege</td>
<td></td>
<td>DB 5</td>
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<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Reading Materials</td>
<td>Task:</td>
<td></td>
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<tr>
<td>February 13 – February 19</td>
<td>Unpacking the Invisible Knapsack</td>
<td>Zinn, Ch. 1-3 – link posted online</td>
<td>Concept Map #2</td>
<td></td>
</tr>
<tr>
<td>6 February 20 – February 26</td>
<td>Racism</td>
<td>Adams et al. Chaps. 11, 21</td>
<td>DB6</td>
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<tr>
<td>7 February 27 – March 5</td>
<td>Nativism (Immigration)</td>
<td>Kilty &amp; Haymes (2000) Racism, Nativism, and Exclusion</td>
<td>Quiz 4, Journal Entry #1</td>
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<tr>
<td>8 March 6 – March 12</td>
<td>Sexism and Gender Diversity</td>
<td>Adams et al. Chaps. 62, 63,65, 67, 73</td>
<td>Quiz 6, Journal Entry #2</td>
<td></td>
</tr>
<tr>
<td>9 March 20 – March 26</td>
<td>Heterosexism</td>
<td>Adams et al. Chaps. 77, 79, 80, 83</td>
<td>Quiz 7, Journal Entry #4</td>
<td></td>
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<tr>
<td>10 March 27 – April 2</td>
<td>Cisgenderism (Transgender)</td>
<td>Adams et al. Chaps. 87 88, 89, 93, 94</td>
<td>Task: Final Project Proposal (use template to submit by email)</td>
<td></td>
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<tr>
<td>11 April 3 – April 9</td>
<td>Ableism</td>
<td>Adams et al. Chaps. 98, 106, 110, 113</td>
<td>DB 11</td>
<td></td>
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<tr>
<td>12 April 10 – April 16</td>
<td>Ageism &amp; Adultism</td>
<td>Nelson (2005) Ageism, Adams et al. Chaps. 114, 115, 117, 126</td>
<td>Quiz 8, Journal Entry #7 &amp; 8 (these must be submitted as two)</td>
<td></td>
</tr>
</tbody>
</table>
| 13 | April 17 – April 23 | Classism | Adams et al. Chaps. 26, 27, 28, 35  
Optional: K&G Chap. 9 | DB 13  
Quiz 9  
Journal Entry #9 |
| 14 | April 24 – April 30 | Religious Intolerance | Adams et al. Chaps.43, 44, 45, 47, 49  
Optional: K&G Chap. 6 | DB 14  
Quiz 10  
Journal Entry #10 |
Ta-Nehisi Coates (2014) The Case for Reparations  
Optional: K&G Chaps. 13&14 | DB 15  
Concept Map #5 |
| 16 | May 8 – May 14 | NO FINAL EXAM | Due: Final Project |

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.

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) or UT Arlington Psychiatric Services (817-272-2771 or visit 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.uta.edu/library/help/subject-librarians.php
Course Reserves.................... http://pulse.uta.edu/vweby/enterCourseReserve.do
Connecting from Off-Campus...... http://libguides.uta.edu/offcampus
Ask a Librarian..................... 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 administrated 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/).

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 or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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.
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 information, visit http://www.uta.edu/news/info/campus-carry/

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.