

Mary Baldwin University
Susan Warfield Caples School of Social Work
SOWK 353 (Online) – Social Work with Diverse Populations

Instructor: Alberto Guerrero
Email: aguerrero@marybaldwin.edu
Office Location: Carpenter Academic, Room 215
Office Phone Number: (540) 887-7066
Office Hours: By appointment
Credits: Three
Class Day/Times: Synchronous Instruction
Classroom: Remote

Bachelor's of Social Work Program Mission

The mission of the Mary Baldwin Social Work program is to prepare students for beginning level generalist social work practice with oppressed, marginalized, and vulnerable populations. The program provides a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society. Students are equipped with the knowledge, skills, and values appropriate to the social work profession. Students in the program are expected to develop sensitivity to human suffering and injustice. They will develop an understanding of the factors that contribute to discrimination, oppression, and vulnerability; and a strong commitment to advocacy, empowerment, social change, and economic justice.

Course Description

This course examines the histories of diverse social identity groups in the United States and the differential impacts of past and present attitudes, beliefs, practices, and policies on the lives of individuals, families, groups, and communities. The existence of multiple, intersecting, and interlocking systems of advantage and disadvantage and the centrality of diversity competent practice to the field of social work are emphasized; however, the content discussed throughout this course will be applicable, relevant, and pertinent to all fields and majors.

This course is based on an educational approach that encourages students to interact intellectually and emotionally with the information and perspectives discussed in class lectures, in the course readings, and in the course assignments so that new learning informs the student's professional and social reality more fully. These goals are reflected in how class lectures and written work for the course are designed. Multiple approaches, such as experiential exercises, case studies, and videos, will be used to examine issues of difference and oppression and how they affect social work (and all other professional) practice. Students should expect that their learning in this course will depend on their level of critical self-reflection and engagement with the course materials.

Course Competencies

By the end of this course, students will be able to:

1) Briefly describe the histories, cultures, social construction, and changing composition of the major racial/ethnic, gender, class, immigrant, spiritual/religious, sexual orientation, ability, and age groups in the United States.

(EPAS 2.1.4 & 2.1.10)

2) Discuss the impact of past and present attitudes, beliefs, practices, policies, and economic and social conditions on the development and experiences of individuals, families, groups, and communities.

(EPAS 2.1.4, 2.1.7, 2.1.9, & 2.1.10)

3) Explain how social roles, social identities, social locations, and access to social and economic resources affect human development.

(EPAS 2.1.3, 2.1.4, 2.1.6, 2.1.7, & 2.1.9)

4) Use social justice and diversity-related theories and frameworks to critically analyze the meanings and consequences of social group distinctions and their implications for practice.

(EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.9, & 2.1.10)

5) Describe and reflect upon the roles played by privileged individuals and groups in creating and perpetuating systems of advantage and disadvantage and ideas of normalcy and difference – and how this impacts our work as social workers/professionals.

(EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6, 2.1.9, & 2.1.10)

6) Describe social work values and ethics regarding diversity and explain why diversity-related knowledge and skills are central to the social work profession.

(EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, & 2.1.5)

7) Identify your own individual and identity-based beliefs, attitudes, and values and demonstrate an ability to reflect upon how different beliefs and values might influence practice with participants.

(EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6, & 2.1.10)

8) Engage in diversity sensitive and competent practice in direct and indirect work with participants of all system sizes; in conducting and critiquing research, theory, and practice models; and in policy practice and analysis.

(EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, & 2.1.10)

Expectations of Students

Students are expected to approach this course with openness and an eagerness to learn. Students are also expected to communicate questions and/or concerns to me in a timely manner and to be open to feedback. A third expectation of students is that you are responsible for your learning.

The following are additional expectations of students:

1. Personal and Professional Behavior

Students are expected to use class time to foster the use of professional behavior and practice skills used as a social worker/professional. The course offers students the opportunity for self-reflection, experimentation with unfamiliar ways of thinking and acting, the challenge of dependability and timeliness in completing assignments, and appreciation of the mutual accountability between me and you. This includes your ability to uphold the requirements of the MBU Honor Code.

2. Ethical Integrity and Honor Code

Mary Baldwin students pledge to uphold the Honor Code. They pledge to refrain from cheating on assignments, papers, and tests, to refrain from plagiarism, and always to be honest in their dealings with faculty, staff, and other students. To maintain the integrity of the system, students, faculty, and staff who witness Honor Code infractions are expected to report them.

Should I become aware of an Honor Code offense in this course, I will encourage the student(s) to self-report by contacting their advisor. If the student(s) do/does not self-report within 24 hours, I will submit the report myself.

If the Honor Code offense is related to a course assignment, the assignment will not receive an official grade until the Honor Council investigation (and, if necessary, hearing) is complete. I will not assess a grade penalty for an Honor Code infraction unless a student is found responsible by (or admits responsibility to) the Honor Council.

Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of the MBU honor code, but are also a serious breach of the ethical code of conduct for the social work profession. You, as social work students, are expected to abide by the ethical standards of the profession (please note this applies to you even if you are not a social work student). The National Association of Social Workers Code of Ethics is available on the NASW website (www.socialworkers.org).

In most instances, the first incidence of failing to properly cite and/or use a reference list will require that the assignment be revised making corrections as necessary. Failure to redo the assignment will result in “0” points for the assignment. An additional incident will result in a referral for investigation of an Honor Code violation. History of infractions will be taken into consideration.

As you are responsible for ensuring that you do not purposely or accidentally misrepresent another’s work as your own, the following link may provide some guidance on avoiding

accidental misrepresentations and properly citing legitimate references to work that is not one's own (<http://owl.english.purdue.edu/owl/resource/560/2/>).

3. Writing:

Good writing skills are crucial for social workers/all professionals. Being able to organize thoughts in clear sentences, using “proper” English, is essential in professional communication. All written materials submitted for the class will be evaluated on content as well as sentence construction, grammar, spelling, and usage. The use of “person-first language” (e.g., *people with disabilities* rather than *the disabled*) in all written and verbal aspects of the class is mandatory. Please adhere to the style guidelines of the *Publication Manual of the American Psychological Association (7th Edition)*. Please see the following website for guidance in using the 7th edition of APA:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

As a Writing Emphasis designated course, professional writing will be a major focus of the course. Students will be expected to participate in writing exercises and to submit required rewrites on assignments.

4. Learning Styles:

While I am cognizant of our varying learning styles and abilities and will do my best to accommodate this in class, please remember that you are ultimately responsible for your learning.

Guidelines for Written Work

As previously indicated, formal written assignments should follow the APA 7th edition style. Please note that APA style guidelines include expectations for titles, headings, page numbers, font, and margins. Assignments must be submitted via Canvas before class time on the due date indicated for each assignment. Unless otherwise instructed, please submit all assignments using the *Assignments Drop Box* in the course Canvas page. Assignments received after the due date indicated on the course syllabus will be marked down 1 percentage point for each day it is late.

If submitted electronically, the filename MUST include your name and the assignment name (for example, if your name is Jordan Jones, use *jonesj assign1.docx* rather than *assign1.docx*). It can be difficult for me to locate your paper if there are numerous files with the same filename on my computer.

Assignments without identifying information, without page numbers, and/or with numerous spelling and/or grammatical errors will be returned for editing and will not be considered turned in until necessary corrections have been made and the paper has been resubmitted.

You may use the Academic Resource Center at any stage in your writing process. To make an appointment, enter this link <https://marybaldwin.edu/academic-resource-center/> or visit them at the Center for Student Success located on the first floor of the Grafton Library.

Sources used for written work should be reasonably current and reflect reliable and appropriate resources. Most of your sources should be from professional peer reviewed journal articles or,

where appropriate, major newspapers, professional associations (such as the NASW), and reports from government agencies. These sources can be found by utilizing library databases, such as Social Work Abstracts, PsycINFO, PsycARTICLES, Social Service Abstracts, Sociological Abstracts, LexusNexus, and EBSCO Host.

You are strongly encouraged to communicate with me in advance of a due date if you are having difficulty completing an assignment.

Special Instructions for Online Courses

1) Class Feedback: I will begin reviewing all class assignments following the deadline for submission. Additionally, I will be monitoring class activity, checking for questions, etc., at a minimum of twice per week. However, at least initially for the first several weeks, I will more likely be checking in with the class daily (Monday through Friday). **Please note that I reserve the right not to check-in with the class or provide feedback on questions, assignments, etc., on the weekends and/or MBU-designated holidays.**

Also, if at any point throughout the course you need to contact me, I can be reached by phone during office hours unless I am in a conference with another student. I am also available to meet with you, if that would work, in person. However, it would be best to schedule a time in advance. If electronic communication works best for you, posting your question(s) in Canvas on the discussion page or sending them to me via email are the best options.

No extensions are permitted for quizzes, tests, exams, and extra credit.

2) Class Participation: “Come” to class! I want to know that you are “attending” the class and are ready to learn as well as share your thoughts about diversity and its impact on social work/other professional practice. You can demonstrate your “attendance” through your participation in discussion board posts, questions asked, and exchanges with your fellow students. I invite you to bring your ideas, questions, and whole selves to class each and every week!

Non-Discrimination Policies

1) In compliance with Mary Baldwin University’s policy and federal law, I am available to discuss any accommodations that students may require. However, if you have a documented learning disability and need additional accommodations, please let me know at the beginning of the semester so that I can best meet your needs and contact Student Accessibility Services/Jenny Joczick (vjoczick@marybaldwin.edu). Special accommodations, as suggested by MBU Disability Services, are not retroactive.

2) Class rosters are provided to me with your legal name. Please let me know as soon as possible if you wish another name or alternative gender pronoun to be used.

3) It is a requirement of the Council on Social Work Education that all social work schools and programs prepare students to “practice without discrimination, with respect [for], and knowledge and skills related to participants’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” Preparing students for practice without discrimination, with sensitivity to human differences, and with a commitment to social justice are primary goals of this course.

Required Textbook

Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zúñiga, X. (2013). *Readings for diversity and social justice* (3rd ed.). Routledge.

****Please note that earlier editions of this textbook do not include many of the readings required for this course.****

Other required course readings will be available in Canvas during the week in which the reading is due. Weeks in Canvas are numbered according to the week number in the Course Outline below.

Standards for Grading

Assessment Classification	Range	Grade	Grade Point
Excellent Work (above course expectations)	94-100	A	4.0
	91-93	A-	3.7
Good Work (meets course expectations)	88-90	B+	3.3
	84-87	B	3.0
	81-83	B-	2.7
Marginal Work (meets minimal course expectations)	78-80	C+	2.3
	74-77	C	2.0
	70-73	C-	1.7
Failing Work	0-69	F	0.0

*****Please note that Social Work majors are required to earn a minimum grade of C- to successfully complete this course. Lower grades will result in needing to retake the class. Failure to submit the Final Exam by the due date and time will result in a failing grade for the class, per academic policy*****

Course Assignments

Assignment	Due Date	Points Worth	Competencies
Introduction Post	August 30 th	10	2.1.1
Ten Weekly Discussion Boards	Weeks 2-4 & 6-12	10 points each/100 points total	2.1.1 & 2.1.4
Worldview Paper	September 27 th	100	2.1.1, 2.1.2, 2.1.3, & 2.1.4)
Diversity Paper	October 25 th	100	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, & 2.1.6
Solving a Diversity & Social Justice Issue	Final Exam Date	100	2.1.1-2.1.10

Description of Course Assignments

Please note: The grading rubric forms for each assignment will be available in the *Assignments* folder on the course Canvas page.

I. Introduction Post (10 points)

Your first assignment will be to post an introduction following the guidelines in Canvas. You will then be expected to read and offer a meaningful response to *each* of your classmates' posts. Each part of this exercise is worth 5 points.

Due: Sunday, August 30th

II. Weekly Online Discussion Board Assignments (100 points)

This part of the final grade includes completion of 10 weekly online discussion board assignments. Weekly online assignments may involve watching a video, posting responses on online discussion forums, or submitting brief reactions to a reading or video to me.

Unless otherwise indicated, you will be expected to thoroughly answer, that is, write at least 3-5 sentences, all of the questions posted as part of each Discussion Board Assignment. Each Discussion Board Assignment is worth 10 points. Included as part of this grade is your ability to use university-level writing skills (i.e., using complete sentences and correct spelling and editing your work).

Due: Weeks 2-4 & 6-12

III. Worldview Paper (100 points)

This assignment should be 3-5 pages, double spaced, using 12 font, separate cover and reference pages, and a running head. Citations must be used where appropriate within the body of the paper and all references are to be cited at the end of the paper. At least three scholarly (*i.e.*, *social work journals, encyclopedia of social work, texts, etc.*) references are required. *Classroom handouts, websites, or the course textbook may be included among the references.* This assignment will involve me providing feedback to students on writing skills as well as content with at least two re-writes required. *With the first rewrite, there is the opportunity to earn points*

originally deducted at 50% value. With the second rewrite, there is the opportunity to earn points originally deducted at 25% value.

Using the following questions and the material you have learned in class and textbook readings, analyze your personal and professional perspectives in regard to cultural diversity, experiences, and professional outlook. The purpose of this paper is to analyze your personal experiences with race, gender, and culture to gain a deeper and more accurate understanding of your own values and how they relate to your future social work/professional practice.

1. Background

Please elaborate on your identity in relation to:

- Age
- Birthplace
- Racial identity
- Ethnicity
- Gender
- Sex
- Sexual orientation
- Religion
- Ableism

2. Identity and Awareness

a) Identify at least two social identity groups with which you identify. What does it mean to you to be a person from your social identity group? Is this a source of pride for you? Do you think it has made any difference in your life to belong to these social identity groups?

b) What are the positive and negative aspects about your social identity groups, in general, and for you, specifically?

c) What has been your personal journey in learning about issues of oppression and privilege? What were key formative experiences in your learning? What are continuing issues you want to address or work through in regards to your sociocultural location, oppression, and privilege?

3. Knowledge and Attitudes about Contemporary Issues

a) Consider two social identities (e.g., race, gender, class, sexual orientation, ability, status, religious/spiritual orientation). In general, what do you think about the experiences of individuals from groups who are targeted for oppression (i.e., people of color, females, low socioeconomic status, LGBTQIA+, persons with disabilities, non-Christians)? What do you think about the experiences of individuals from dominant groups (agents of oppression)?

b) What are the most pertinent issues facing us, society and the United States, in regards to diversity in this country?

c) Do you think there has been much progress on issues of social justice? If yes, what are some examples of this progress? If no, justify your response with examples?

4. **Application to Social Work Practice/your chosen profession/major**

a) How might strengths-based practice and empowerment theory be most effective in considering culturally aware practice?

b) How do you think your sociocultural location will impact your social work/professional practice?

c) What impact do your social identity markers have on your communication and understanding of how you might work with people of other identities?

d) What remains unanswered for you in this area of practice? What are your plans for change?

Due: September 27th

IV. Diversity Paper (100 points)

You will complete an in-depth paper on an identified “diverse” group. This assignment will consist of a paper 3-5 pages in length, double-spaced, 12 font with appropriate citations noted with separate cover and reference pages and using a running head. You will be required to use a minimum of three scholarly journals as references for your paper. Ideally, this diverse group should be a group with which you have not researched previously and you believe you might have difficulty working with based on your preconceived ideas, biases, etc. The choice of your identified group will be approved by the instructor. This assignment will involve providing feedback to students on writing skills as well as content with at least two re-writes required. *See information regarding grading rewrites under the Worldview Paper instructions.*

Use the following questions as a guide in responding to this assignment:

1. **Diverse Group**

a) Clearly identify the diverse group about which you will be writing. Connect the diverse group to one of the seven master statuses (race, sex, social class, sexual orientation, disability, age, and religion) by identifying the master status to which the diverse group belongs.

b) Describe your reason(s) for this choice. If your topic is a diverse group you have biases and/or preconceived ideas about and believe you might have difficulty working with, please describe.

2. **Goal(s)**

a) What are some of the questions you hope to address in your paper? Please identify.

b) What are you hoping to learn about the particular group you have chosen? Please identify.

3. **Findings**

a) What were the results of your research? Were you able to answer your questions and achieve your learning goals?

b) Describe the process of pursuing research on your diverse group. Did you find it difficult to find scholarly material to address your questions and goals?

c) What surprises, if any, did you learn from your research?

4. **Summary/Conclusion**

a) Summarize your findings as they relate to your biases and/or preconceived ideas? Were there any shifts in your thinking?

b) What remains unanswered for you about your diverse group choice?

c) How do you think this increased knowledge might impact your professional practice?

Due: October 25th

V. Solving a Diversity & Social Justice Issue (100 points)

For this assignment, you are being asked to do the following:

a) Select an issue that you believe to be related to diversity and social justice and explain why you selected it/why it is a diversity and social justice issue. The issue can be broad, such as racism or sexism, or specific, such as homelessness.

b) Explain, including through the use of data/statistics, why you believe the issue you selected is in fact an issue.

c) Develop a practical solution that will help to address and ultimately resolve the diversity and social justice issue you selected. In thinking of your solution, please be sure to address the following:

-Who will you need to partner with to implement your solution?

-Who will you need to “convince” to be able to implement your solution?

-What barriers/obstacles do you intend to encounter in your efforts?

-How will you overcome these barriers/obstacles?

-Why do you believe your solution will address the issue you selected?

-Has anything similar to what you are proposing been done before that you can learn from?

-Do you anticipate your solution will create any other issues?

-How will you know if your solution is successful?

In completing this assignment, do know that I would like you to be creative; therefore, the length of the assignment is up to you as is the method with which you choose to approach it.

-For example, you can do a “traditional” paper, you can create a PowerPoint presentation, you can conduct interviews/create a video.

Due: Final Exam Date

Course Outline

Week #1 – August 24th-August 30th:

PLAN	This class will focus on introductions, course overview, and conceptual frameworks.
READINGS DUE	1) Review the course's Canvas page. 2) The course syllabus.
ASSIGNMENT DUE	Introduction Post (August 30 th).

Week #2 – August 31st – September 6th:

PLAN	This week will focus on social work's historical and contemporary understandings of the concepts of diversity and social justice, while also defining and providing a critical perspective on some of these ideas and their related practices, including the idea of "cultural competence."
READINGS DUE	1) Reisch, M. and Garvin, C. (2016). Social justice and the social work profession. In <i>Social Work and Social Justice: Concepts, challenges and strategies</i> . New York, NY: Oxford University Press. pp. 72-97. 2) "Sandy's Story."
ASSIGNMENT DUE	Discussion Board Assignment #1.

Week #3 – September 7th – September 13th:

PLAN	During this week, we will conclude our discussion of critical frameworks for analyzing ideas and knowledge claims and begin to discuss some specific concepts proposed in the course text for understanding the ways that social identities and social locations shape the circumstances of people's lives.
READING DUE	Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Conceptual Frameworks. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 1-45.
VIDEO	"The Danger of the Single Story."
ASSIGNMENT DUE	Discussion Board Assignment #2.

Week #4 – September 14th – September 20th:

PLAN	This week will focus on socioeconomic class and classism. We will also begin to explore how policies and legislations help to ensure the economic divide that has given birth to the “wealth gap” in the United States.
READINGS DUE	1) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Classism. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 141-182. 2) The “class inventory” handout.
VIDEOS	The five “People like us” videos.
ASSIGNMENT DUE	Discussion Board Assignment #3.

Week #5 – September 21st-September 27th:

PLAN	This week will focus on the idea of race and the reality of racism from both historical and contemporary perspectives.
READING DUE	1) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Racism. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 57-92.
VIDEO	The linked selection of the third video from the series “ <i>Race: The Power of an Illusion</i> .”
ASSIGNMENT DUE	Worldview Paper (September 27 th).

Week #6 – September 28th – October 4th:

PLAN	During this week we will conclude our discussion on race with a focus on issues of identity and “identity politics.”
READINGS DUE	1) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Racism. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 96-101, 109-126 and 134-135. 2) Crenshaw, K. (2015, Spring). Black girls matter. <i>Ms.</i> 25(2). p. 26. (This is only a one-page reading.) 3) Beckett, L. (2015). <i>How the gun control debate ignores black lives</i> . Retrieved from https://www.propublica.org/article/how-the-gun-control-debate-ignores-black-lives .
VIDEO	“White Like Me.”
ASSIGNMENT DUE	Discussion Board Assignment #4.

Week #7 – October 5th – October 11th:

PLAN	This week will focus on immigration, acculturation, and the effects of xenophobia historically and in the present day.
READINGS DUE	<p>1) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Racism. <i>Readings for diversity and social justice</i>. New York: Routledge. pp. 102-109.</p> <p>2) Workers World, (2006). <i>A Native American perspective on immigration</i>. Retrieved from: http://www.workers.org/2006/us/native-immigration-1130/.</p> <p>3) Padilla-Rodriguez, I. (2016). <i>The neglect of the immigrant child</i>. Phi Kappa Phi Forum.</p> <p>4) Head, T. (2017). <i>Xenophobia in the United States</i>. ThoughtCo.</p>
VIDEO	“Precious Knowledge.”
ASSIGNMENT DUE	Discussion Board Assignment #5.

Week #8 – October 12th – October 18th:

PLAN	This week will focus on sex, gender, and sexism from both historical and contemporary perspectives, as well as on gender socialization and sexism and their implications for people in relationships, including the therapeutic relationship.
READINGS DUE	<p>1) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Heterosexism. <i>Readings for diversity and social justice</i>. New York: Routledge. pp. 317-346.</p> <p>2) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Sexism. <i>Readings for diversity and social justice</i>. New York: Routledge. pp. 346-351 & 361-367.</p> <p>3) hooks, b. (2010). Understanding patriarchy. <i>Louisville Anarchist Federation</i>, 1-4.</p> <p>4) Parker, L. (2003). A social justice model for clinical social work practice. <i>Affilia</i>, 18, 272-288.</p>
VIDEOS	Watch “The Credibility Gap,” “The Ugly Truth of Children’s Books,” “More Women,” “Everyday Sexism,” “Gender Stereotypes on Females and Males,” “Trans Men Explain Male Privilege,” and “Five Tips for Being an Ally.”
ASSIGNMENT DUE	Discussion Board Assignment #6.

Week #9 – October 19th – October 25th:

PLAN	This week will focus on LGBTQIA+ identities and heterosexism.
READING DUE	Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Heterosexism. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 373-411.
VIDEOS	“It Gets Better” and “Son of Lesbians Testifies in Iowa.”
ASSIGNMENTS DUE	1) Discussion Board Assignment #7. 2) Complete the online search activity. 3) Diversity Paper (October 25 th).

Week #10 – October 26th – November 1st:

PLAN	This week will focus on Transgender Oppression.
READING DUE	Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Transgender oppression. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 425-443.
VIDEO	The “Lavergne Cox” video.
ASSIGNMENT DUE	Discussion Board Assignment #8.

Week #11 – November 2nd – November 8th:

PLAN	This week will focus on and Religious Oppression.
READING DUE	Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Religious oppression. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 229-244.
VIDEO	“Prejudice Against Atheists.”
ASSIGNMENT DUE	Discussion Board Assignment #9.

Week #12 – November 9th – November 15th:

PLAN	This week we will discuss Ageism and Ableism.
READINGS DUE	1) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). (Selection from) Ageism and adultism. <i>Readings for diversity and social justice</i> . New York: Routledge, pp. 559-568. 2) Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Ableism. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 461-474 and 481-485.
VIDEOS/ WEBSITES	1) The two Ageism videos. 2) Peruse the two Neurotypical Disorder links.
ASSIGNMENT DUE	Discussion Board Assignment #10.

Week #13: November 16th – November 20th:

PLAN	This week will focus on wrapping up the course and talking about actions people can take to promote social justice.
READING DUE	Adams, M., Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). Visions. <i>Readings for diversity and social justice</i> . New York: Routledge. pp. 601-618.
VIDEOS	1) “Growing Roses in Concrete.” 2) “What Privileged People can do Everyday.”
ASSIGNMENT DUE	Solving a Diversity & Social Justice Issue Paper (Final Exam Date).

*****Please note that I reserve the right to make any changes deemed necessary and appropriate to this syllabus. Thus, it is important that you always refer to Canvas, which will be updated regularly, to ensure you are up to date with regards to course readings, assignments, and overall expectations for this course*****