

SWK-S 102 Understanding Diversity in a Pluralistic Society (3 cr.)

Course Information

Semester Year: Fall 2020
Section Number:
Location: XXXX
Day: XXXX
Time: XXXX

Instructor: XXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

As a student in this class, you are required to read and understand the following. This syllabus is a working document and is subject to change based on extenuating circumstances and student learning needs. Most changes would only be to extend the due dates of assignments. (Typically, due dates will never be moved up unless instructor informs class beforehand.) Claiming ignorance of the information contained in this document will not suffice for an excuse. You will be held to a standard of excellence in this class in the same manner that you will be held responsible for the work you will be responsible for in your eventual career

Course Description

This course covers theories and models, which enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, and gay, lesbian, and bisexual persons. This course addresses self-socialization and analyses the working relationship and interrelationship of race, class, age, ethnicity, and gender and how these factors influence social values regarding economic and social justice. Course content will be integrated through student writing and experiential exercises.

This course, mandated for social work students, also fulfills the requirements for the General Education Core in the Cultural Understanding category as this course addresses human cultures based on an understanding of history, social situations, and social institutions. It prepares students for further study in the knowledge, skills, and competencies necessary for effective generalist social work practice.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 2: Engage Diversity and Difference in Practice
 - Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors included but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 (CSWE, 2015 EPAS, p. 7).

Secondary

- 3: Advance Human rights and Social, Economic, and Environmental Justice.

Course Objectives

- S102-01** Outline ideas about oneself which show current relationships of interacting in a diverse society
- S102-02** Demonstrate knowledge of concepts of race, class, age, ethnicity and gender
- S102-03** Illustrate the interrelationship among race, class, age, ethnicity, and gender from the influence of social values, economic, human, and social justice
- S102-04** Identify the differences and similarities among minority and majority groups regarding experiences, needs, and beliefs
- S102-05** Conduct value reflection and self-exploration of how to understand, appreciate, and be sensitive to the unique lifestyles, customs, value systems, aspiration, and experiences of minority and majority groups and persons from other backgrounds
- S102-06** Compare and contrast moral and ethical ways of being objective in considering the means by which to change minority/majority relations and reduce conflict

Required Texts

Adams, M., et al. (2013). *Readings for diversity and social justice*. (4th Ed). New York: Routledge.

Course Content

This course fulfills the requirements for the General Education Core in the Cultural understanding category and addresses human cultures based on an understanding of history, social situations, and institutional oppression. It prepares students for further study in the knowledge, skills, and competencies necessary for any professional practice with diverse populations.

This course integrates ethics and professional behavior with an emphasis on understanding differences through a critical lens. A variety of teaching and learning activities will be use during class sessions. These include but are not limited to the following: lectures, class discussions and exercises, homework, small group work, and cultural experiences.

Resources

Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.

Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline and Reading Assignments

Due dates for assignments and readings are subject to change based on student learning needs. Review the syllabus every **Monday** to ensure you are current with the expectations and changes.

Note: This course is taught entirely through Canvas.



(Our weeks will always start at 12:00 am Mondays and end at 11:59pm on Sundays)

Log into Canvas.iu.edu and select Courses, scroll down to this course.

Week 1 : Introductions/Expectations/Course Objectives/Identity

Dates:

Overview

- A. Syllabus Review (module1)
- B. Where does our identity come from?
- C. The “looking glass self”
- D. Exploring Culture & Diversity
- E. Introduction to dominant & subordinate groups
- F. Family of Origin: Who are we?

Assignments

Readings

All your readings are in your textbook unless otherwise noted

Special note: If you are still waiting on your textbook, this very first reading is available in full text online if you Google search it

Readings: Adams et al, Section 8:

- 1) Intergroup Dialogue: Critical Conversations about Difference and Social Justice

Readings: Adams et al, Section 1:

- 1) Tatum, B.,-*The Complexity of Identity: Who am I?*
- 2) *Identities and Social Locations: Who Am I? Who Are my People?*
- 3) *The Social Construction of Difference*
- 4) *Microaggressions, Marginality, and Oppression: An Introduction*

Videos

- 1) Ted Talks: “The danger of a single story”
- 2) Video in files: Week 1 lecture video

Additional readings (under each modules)

- 1) Course lecture supplement for week 1
- 2) Guidelines when writing posts. This is important information about APA standards for this entire course.

Complete

(this week all assignments are due **Sunday by 11:59pm** since students may be dropping/adding)

Due Sunday by midnight

1. Post your brief Bio in the “class biographies” discussion group under module 1
2. Provide your electronic signature in the “class policies” discussion under module 1
3. Respond to Discussion Question 1 under module 2
4. Complete the course requirements quiz located on module 1 or under “Quizzes”



Week 2: Identity (continuation) & Immigrants & Immigration

Dates:

Overview

- A. The “looking glass self” re-visited
- B. Dominant and subordinate groups re-visited
- C. Historical view of Immigration
- D. Immigrant Identity
- E. Current Immigration issues
- F. Social Work Code of Ethics and Immigration Issues

Assignments

Readings

Readings: Adams et al, Section 1

- 1) Harro, B. *The Cycle of Socialization*

Readings: Adams et al, Section 2

- 1) Chung, O., *Finding My Eye-identity*
- 2) Gansworth, E. *Identification Pleas*

Additional readings/tasks (under each modules)

- 1) Week 2 Announcements and Topic Introduction
- 2) Guidelines when writing posts

Read Signature Assignment instructions in the syllabus. This information will also be included in module 3. Watch the instructional video on Module 2

- 3) Prepare for the completion of Signature Assignment/Part 1 on your Reflection paper “On being a member of a Dominant and a Subordinate Group”. Start researching and identifying academic sources that inform your understanding of the concepts of dominant vs. subordinate group and use the information to support your ideas in the final assignment. You will need to submit an annotated bibliography.

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question 1. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still consider academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support. You will not be able to view others’ responses until you have posted yours.**

Please read the guidelines about Discussion Posts requirements in the syllabus under “Assignments”

Due Sunday by midnight

- 2) **Area of Interest Posts:** You will make one area of interest post each week. This is an opportunity to focus in on something that caught your attention in the assigned activities for the week, or bring up a related idea or topic that is in line with the week’s discussions.



This post each week is your chance to talk about your ideas and opinions on the topic(s) we are discussing outside of the thoughts and opinions of the authors you are reading or the lectures I am giving. These posts should be thoughtful, not repeat what you posted in response to discussion questions for the week and must be a minimum of 200 words. These are the only requirements. You will never be graded based on the opinions you share.

3) Peer Responses: These responses take the place of the “class discussion” I would normally facilitate face to face in the classroom. Each week you will be required to **respond to two** of your classmates’ posts by 11:59pm each Sunday. You may respond to your classmates’ discussion question responses or area of interest posts for the week. Please choose two different classmates within a given week. Participation posts must be 150-300 words in length.

In order to earn full participation points, you must add something of substance to the discussion. Simply saying, “I agree” is not substantive. Adding something of substance would consist of new ideas, your perspectives, pointed follow-up questions, real life examples, etc.

Week 3: Immigrants & Immigration (cont.) & Socioeconomic Status

Dates:

Overview

- A. Current Immigration Issues
- B. Social Work Code of Ethics and Immigration Issues
- C. Introduction to Economic Inequality

Assignments

Readings

The first three readings are located on Module 4

- 1) Cota, G., Hamilton, K., Haynie, K., & Montero, D. (2012). Immigration in the United States and What Social Workers Should Know. *Journal of Human Behavior in the Social Environment*, 22: pp. 789-800.
- 2) Furman, R. et al. (2007) A Qualitative Study of Immigration Policy and Practice Dilemmas for Social Work Students. *Journal of Social Work Education*, 43(1): pp. 133-146.
- 3) National Network for Immigrant and Refugee Rights. *The Rise of the U.S. Immigration Policing Regime*, (#15, pp. 102-109)

Readings: Adams et al, Section 3

- 1) Introduction Stop before “Readings Selections in this Section”

Watch

non-lecture videos can be accessed under Modules Class Videos

- 1) *A Class Divided* (watch all 5 parts) (55 min)
- 2) *Theories of Diversity* lecture
- 3) [APA video \(link to website\)](#)



Additional readings/tasks (under each modules)

1) Week 3 Announcements and Topic Introduction

Complete

Due Friday by midnight

Discussions

Discussion Question of the week. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support.**

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

1) Area of Interest: Discuss an area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement on Page 19-20

2) Peer Responses: Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". Please read the guidelines about this requirement on Page 19-20

3) Signature Assignment Part 1: Reflection Paper Academic Sources annotated Bibliography.

Week 4: Socioeconomic Status (cont.) & Race and Ethnicity

Dates:

Overview

- A. How does economic inequality affect us?
- B. Where did the concept of race come from?
- C. Is racial and/or ethnic identity important.

Assignments

Readings

Readings: Adams et al, Section 3

1. Adams, M. Hopkins, L., Shlasko, D. : *Introduction*
2. Mantsios, G. *Class in America*
3. Oliver, M. Shapiro, T. *Race, Wealth, and Inequality*
4. Williams, B. *What's Debt Got to Do with It?*
5. Schmidt, P. *At the Elite Colleges*
6. Hooks, B. *White Poverty: The Politics of Invisibility*
7. Pittelman, K. and Resource Generation. *Deep Thoughts About Class Privilege*
8. DiAngelo R. *My Class Didn't Trump My Race: Using Oppression to Face Privilege*

Watch

non-lecture videos can be accessed under Modules Class Videos

- 1) YouTube video: Does this bother you?
- 2) Following the definition of race Over time lecture



3) Ted Talks: will be posted on Module.

Additional readings/tasks (under each modules)

1) Week 4 Announcements and Topic Introduction

Complete

Due Friday by midnight

Discussions

1) Discussion Question of the week. Discussion Question of the week. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is consider academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support.**

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

1) Area of Interest: Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus (page 19-20)

2) Peer Responses: Please choose two different classmates within a given week. Participation posts must be 150-300 words in length.

In order to earn full participation points, you must add something of substance to the discussion. Simply saying, "I agree" is not substantive. Adding something of substance would consist of new ideas, your perspectives, pointed follow-up questions, real life examples, etc.

Week 5: Race and Ethnicity (cont.)

Dates:

Overview

- What is racism?
- What are some specific types of racism?
- Identifying types of racism

Assignments

Readings

Readings: Adams et al, Section 2

- 1) Tatum, B., Defining Racism: Can we talk?
- 2) Takaki, R. A Different Mirror

Watch

non-lecture videos can be accessed under Modules Class Videos

- 1) Exploring Types of Racism lecture
- 2) TED talk: "A Celebration of Natural Hair"
- 3) TED Talk: "My road trip through the whitest towns in America" by Rich Benjamin



- 4) [Erase Racism's Documentary: "A tale of two schools: Race and Education in Long Island, NY \(link to website\)](#)

Additional readings/tasks (under each modules)

- 1) Week 5 Announcements and Topic Introduction
- 2) ["What happened in Ferguson?" Article \(New York Times\)](#)
- 3) [12 things White People can do now because of Ferguson](#) (found in the module)

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question of the week Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support.**

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

- 1) **Area of Interest:** Discuss an area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments"
- 2) **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support.**

Week 6: Native Americans

Dates:

Overview

- A. History of Native American treatment
- B. Native American Mascots

Assignments

Readings

- 1) Native American PowerPoint presentation
- 2) Echo-Hawk, W., *Native American Religious Liberty: Five Hundred Years after Columbus* (Section 4 of the required book)
- 4) Grinde, D., *Taking the Indian Out of the Indian*
- 5) Roppolo, K., *The Real Problem with Indian Mascots*

Watch

Non-lecture videos can be accessed under Modules Class Videos

- 1) You Tube video: Indian Boarding School plans
- 2) You Tube video: Indian Boarding School Abuse
- 3) You Tube video: Canadian Government send body bags to First Nations for Swine Flu

Additional readings/tasks (under each modules)

- 1) Week 5 Announcements and Topic Introduction
- 2) Midterm study guide will be available on this module.

Students can start reviewing and ask instructor any questions via Zoom the upcoming week. Date will be posted during this week.

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question of the week: Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is considered academic work, so please proofread for proper spelling and grammar.

All responses must specifically reference and use information from the class readings for support.

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

- 1) **Area of Interest:** Discuss an area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments"

- 2) **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". Guidelines on Page 19-20 of the syllabus

Week 7: Sexual Orientation & Heterosexism

Dates:

Overview

- A. Sexual Orientation defined
- B. Homophobia and Heterosexism
- C. Kinsey Scale

Assignments

Readings

Readings: Adams et al, Sections 5

- 1) Catalano, C., Blumenfeld, W and Hackman, H. Sexism, Heterosexism, and Trans* Oppression. Introduction.
- 2) Carbado, D.W., Privilege



3) Schulman, M. Generation LGBTQIA

4) Meyerowitz, J. How sex Changed: A History of Transsexuality in the United States

5) Kimmel, M. Masculinity as Homophobia: Fear, Shame, and Silence in the construction of Gender Identity.

Additional readings/ tasks (under each modules)

1) Prepare for the Midterm next week by reviewing the study guide. Instructor will be available

This week for questions and discussion about the guide.

Complete

Due Friday by midnight

Discussions

1) Discussion Question of the week. . Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support.**

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

1) Area of Interest: Discuss an area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments" section.

2) Peer Responses: Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". Guidelines on Page 19-20.

Week 8: Midterm

Dates:

Overview

Midterm exam week

The midterm exam will become available on Canvas under **Quizzes** at 12:00am Monday and will be available until 11:59pm Sunday night. You will have 1 hour and 15 minutes to complete the exam. The exam is open book/open note. You may use your study guide. You may not consult with any other student while completing the exam.

Week 9: Gender & Gender Roles

Dates:

Overview

- A. Sex vs. Gender
- B. Socialization and Applying Social Construction to Gender
- C. Exploring Gender Roles
- D. How Power and Sexism Manifest in Society
- E. Feminism & Feminist Movement



Assignments

Readings

Adams et al, Section #5

- 1) Catalano, C., Blumenfeld, W and Hackman : *A Introduction*
- 2) Lorber, J. *"Night to His Day": The Social Construction of Gender*
- 3) Johnson, A. *Patriarchy, the System: An It, Not a He, a Them, Or an Us*
- 4) Kirk, G. Okazawa-Rey, M. *He Works, She Works, But What Different Impressions They Make*
- 5) Hooks, B. *Feminism: A Movement to End Sexist Oppression*
- 6) Davis, A. *Feminism and Abolition: Theories and Practices for the Twenty-First Century*

Additional Readings/ Watch

- 1) Socialization & Gender lecture
- 2) You Tube Video: Gender Remix
- 3) Prepare for Completing Signature assignment, Part 2 next week

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question of the week

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

- 1) **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments"
- 2) **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". Guidelines on Page 19.

Week 10: Gender Identity & Transgender Issues

Dates:

Overview

- A. Transgender gender Identity vs. Sexual Orientation
- B. Introduction to Transgender Issues
- C. Transgender: The "Umbrella" term
- D. Intersex Individuals

Assignments

Readings

Adams et al., section 5

- 1) Schulman, M. *Generation LGBTQIA*
- 2) Kimmel, M. *Masculinity as Homophobia: Fear, Shame, and Silence in the construction of Gender Identity. How Sex Changed: A History of Transsexuality in the United States.*
- 3) Serano, J. *Trans Woman Manifesto*



- 4) Green, J. *Look! No, Don't! The Invisibility Dilemma for Transsexual Men*
- 5) Colligan, S. *Why the Intersexed Shouldn't Be Fixed: Insights from Queer Theory and Disability*

Additional readings/ tasks (under each modules)

Watch:

- 1) *Transgender 101* Lecture
- 2) YouTube videos: *20/20 My Secret Self* (Parts 1-3) (Approx. 45min)
- 3) YouTube videos: *Intersex* (Parts 1-3) (Approx. 45 min)

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question of the week.) Guidelines on Page 19-20

Due Sunday by midnight

- 1) Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments"
- 2) Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". Read guidelines on Pages 19-20.
- 3) Signature Assignment, Part 2: Reflections of Being a Subordinate Group Member**

Week 11: Religious Diversity

Dates:

Overview

- A. Introduction to Religious Diversity & Social Work
- B. Five Faces of Oppression & Religious
- C. Is religion identity or ideology

Assignments

Readings

Readings: Adams et al, Section 4

- 1) Adams, M. & MacDonald-Dennis. *Introduction*
- 2) Killerman, S. *Examples of Christian Privilege*
- 3) Blumenfeld, W., *Christian Privilege and the Promotion of "Secular" and Not-So "Secular" Mainline Christianity in Public Schooling and in the Larger Society*
- 4) Eck, D. *"Working it Out" and "See You in Court"*
- 5) Williams, D. *From Pearl Harbor to 9/11: Lessons from the Internment of Japanese American Buddhists*
- 6) Kaye/ Kantrowitz M. *Jews in the U.S.: Rising Costs of Whiteness*

Watch

Non-lecture videos can be accessed under Modules Class Videos

Religious Diversity



Additional readings/tasks (under each modules)

- 1) Week 11 Announcements and Topic Introduction
- 2) Prepare for the completion of your *Signature assignment: Reflection paper "On being a member of a Dominant and a Subordinate Group" Part 3.*

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question of the week. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still consider academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support**

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

- 1) **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments"
- 2) **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". See guidelines on page 20.

Week 12: Ableism

Dates:

Overview

- A. Types of disabilities
- B. Treatment of people with disabilities over time
- C. People with disabilities rights movement

Assignments

Readings

Readings: Adams et al, Section 6

- 1) Ostigay-Finnerman, B. & Peters, M. Introduction
- 1) Davis, L. Go to the Margins of the Class: Disability and Hate Crimes
- 2) Murphy, E. Post-Traumatic Stress Disorder Leaves Scars "on the Inside," Iraq Veteran Says
- 3) Grasgreen, A. Students with disabilities frustrated with Ignorance and lack of Services.
- 4) Kingsley, D. What I'd Tell That Doctor
- 5) Bryan, V. Struggle for Freedom: Disability Rights Movements

Watch

Non-lecture videos can be access under Modules Class Videos

- 1) *Disabilities 101* Narrated PowerPoint (Under **Modules: Narrated PowerPoints**)
Download or open PowerPoint to your computer and hit F5 to play from beginning with narration.

Additional readings/tasks (under each modules)

- 1) Week 12 Announcements and Topic Introduction

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question of the week. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support. You will not be able to view others' responses until you have posted yours.**

Please read the guidelines about Discussion Posts requirements in the syllabus under "Assignments"

Due Sunday by midnight

- 1) **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments"
- 2) **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts".
- 3) **Signature assignment, Part 3: Reflections of being a dominant group member.**

Week 13: Becoming an Ally

Dates:

Overview

- A. What is an Ally?
- B. What are roles of allies?
- C. What impact can allies have?
- D. Process of becoming an Ally

Assignments

Readings

Readings: Adams et al: Section 8

- 1) Toward a New Vision: Race, Class, and Gender
- 2) What Can We Do?
- 3) Decolonizing Theory, Practicing Solidarity

Watch

Non-lecture videos can be accessed under Modules Class Videos

- 1) None



Additional readings/tasks (under each modules)

- 1) Prepare for the Signature Assignment Final (part 4) assignment **“On being a member of a Dominant and Subordinate group”**

Complete

Due Friday by midnight

Discussions

Discussion Question of the week. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still consider academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support. You will not be able to view others’ responses until you have posted yours.**

Please read the guidelines about Discussion Posts requirements in the syllabus under “Assignments”

Due Sunday by midnight

1) Area of Interest: Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments”.

2) Peer Responses: These responses take the place of the “class discussion” I would normally facilitate face to face in the classroom. Each week you will be required to **respond to two** of your classmates’ posts by 11:59pm each Sunday. You may respond to your classmates’ discussion question responses or area of interest posts for the week. Please choose two different classmates within a given week. Participation posts must be 150-300 words in length.

In order to earn full participation points, you must add something of substance to the discussion. Simply saying, “I agree” is not substantive. Adding something of substance would consist of new ideas, your perspectives, pointed follow-up questions, real life examples, etc.

Week 14: Next Steps

Dates:

Overview

- A. Steps in Action Planning
- B. Identifying Advocacy Organizations
- C. Opportunities for Involvement

Assignments

Readings

Readings: Adams et al:

- 1) Collins, P., Toward a New Vision: Race, Class, and Gender” (#129, pp.606-611)
 - 2) Johnson, A. “What Can We Do?” (#130, pp. 612-617)
 - 3) Zuniga, X. “Bridging Differences through Dialogue” (#135, pp.635-637)
- Wire Tap “Top 10 Youth Activism Victories of 2009” (#137, pp. 641-645



Watch

Non-lecture videos can be accessed under Modules Class Videos

- 1) *Steps in Action Planning* lecture

Additional readings/tasks (under each modules)

- 1) Prepare for the Signature Assignment Final (part 4) assignment **“On being a member of a Dominant and Subordinate group”**
- 2) Access the study guide in preparation for the final exam

Complete

Due Friday by midnight

Discussions

- 1) Discussion Question of the Week

Please read the guidelines about Discussion Posts requirements in the syllabus under “Assignments”

Due Sunday by midnight

1) Area of Interest: Discuss an area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments”. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support. You will not be able to view others’ responses until you have posted yours.**

2) Peer Responses: These responses take the place of the “class discussion” I would normally facilitate face to face in the classroom. Each week you will be required to **respond to two** of your classmates’ posts by 11:59pm each Sunday. You may respond to your classmates’ discussion question responses or area of interest posts for the week. Please choose two different classmates within a given week. Participation posts must be 150-300 words in length.

In order to earn full participation points, you must add something of substance to the discussion. Simply saying, “I agree” is not substantive. Adding something of substance would consist of new ideas, your perspectives, pointed follow-up questions, real life examples, etc.

3) Complete the Signature Assignment Final (part 4) assignment “On being a member of a Dominant and Subordinate group”

Assignments

- 1) Complete the Signature Assignment Final (part 4) assignment “On being a member of a Dominant and Subordinate group” by Sunday
- 2) Start working on the study guide. Contact Instructors with any questions by Friday, November 30th, 2018.

Week 15: Final Week/Exam

Dates: : Monday, April 22nd- Sunday, April 28th, 2019.

Overview

A. Final Exam

Complete

Due Sunday by midnight

The final exam will become available on Canvas under **Quizzes** at 12:00am Monday and will be Available until 11:59pm Saturday night. You will have **2 hours** to complete the final exam, as this is the standard time block for a final exam. The exam is open book/open note and you can use your study guide. You may not consult with any other student while completing the exam.

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced using Microsoft Word (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Discussion posts (25%)
 - a. DUE: Each week
2. Area of Interest (10%)
 - a. DUE: Each week
3. Signature Assignment (25%)
 - a. DUE: Part 1: 9/9/2018
 - b. DUE: Part 2: 10/28/2018
 - c. DUE: Part 3: 11/11/2018
 - d. DUE: Part 4: 12/2/2018
4. Quizzes and Exams (25%)
 - Midterm
 - a. DUE: 10/14/2018
 - Final
 - a. DUE: 12/9/2018
 - Course requirement quiz
 - a. DUE: 8/26/2018
5. Attendance and participation (15%)

All Paper assignments for this course

All written assignments must adhere to APA formatting, guidelines, and citations, and meet the School of Social Work requirements for papers. All papers should be typed, double-spaced, with one inch margins around, in 12 pt. Times New Roman font. All papers require a separate title page, all text pages include a running header and pagination, and a separate reference page with APA citation. APA



adherence, paper structure and grammar/spelling will contribute to at least 10% of the paper grade. Use APA citations in-text and on the reference page. Go to [PURDUE OWL website](#) for assistance with APA and citations.

Grading Standards

Grading scale

Grade minimums are as follows:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

[Note: grades below **C** are **Unsatisfactory** in the BSW Program.] Grades of C and C+ signify work that is *marginal* in nature. The scholarly products or professional performances meet many but not all of the expected criteria. Grades of C- and lower reflect work that is *unsatisfactory*. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a future BSW-level professional.

Assignments

Please Note: ALL written assignments will be turned in through the **Assignments** link on Canvas. All documents must be submitted in **Microsoft Word** format (.doc, .docx, .rtf). Canvas will not allow you to submit assignments in any other format. If you have difficulty with Canvas while submitting an assignment, immediately email me and attach your assignment to indicate that it was completed on time. **Internet and/or computer issues are not an acceptable excuse for a late/missed assignment. Planning ahead so that you can access one of the many computer labs on campus, if needed, is expected.**

1) Course Requirement Quiz: this quiz will test your understanding of the course requirements. It is important that you thoroughly read the syllabus and all other notes on Canvas since you don't have the benefit of seeing me in class each week.

2) Discussion Question Responses: There will be two discussion questions posted each week based on the readings and topics that we are covering. Your answers should reflect the specific knowledge you gained from completing the assigned readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support. You will not be able to view others' responses until you have posted yours.**

3) Area of Interest Posts: You will make one area of interest post each week. This is an opportunity to focus in on something that caught your attention in the assigned activities for the week, or bring up a



related idea or topic that is in line with the week's discussions. This post each week is your chance to talk about your ideas and opinions on the topic(s) we are discussing outside of the thoughts and opinions of the authors you are reading or the lectures I am giving. These posts should be thoughtful, not repeat what you posted in response to discussion questions for the week and must be a minimum of 200 words. These are the only requirements. You will never be graded based on the opinions you share.

4) Participation Posts : The discussion question, area of interest and participation posts take the place of the "class discussion" I would normally facilitate face to face in the classroom. Each week you will be required to **respond to two** of your classmates' posts by 11:59pm each Sunday. You may respond to your classmates' discussion question responses or area of interest posts for the week. Please choose two different classmates within a given week. Participation posts must be 150-300 words in length.

In order to earn full participation points, you must add something of substance to the discussion. Simply saying, "I agree" is not substantive. Adding something of substance would consist of new ideas, your perspectives, pointed follow-up questions, real life examples, etc.

Signature Assignment

REFLECTION PAPER: "ON BEING A MEMBER OF A DOMINANT AND A SUBORDINATE GROUP"

In thinking about the various groups that we are or identify ourselves as being part of, we realize that we can be members of both dominant (privileged) and subordinate (oppressed or disadvantaged) groups at the same time. This assignment asks you to focus on two particular social identity groups that are dominant in this society, and the other, a group that is subordinate. {For example; white male (dominant), who is gay (subordinate)}.

BEFORE completing this assignment:

Part 1: Research and identify academic sources that inform your understanding of the concepts of dominant vs. subordinate group and use the information to support your ideas in the reflection. Complete an Annotated bibliography. Please go to Perdue OWL online writing lab to learn how to prepare this type of bibliography.

Link: [Purdue OWL web site](#)

a) You are expected to have a minimum of **5 academic resources**. Acceptable sources include:

- Books
- Academic Peer Reviewed Journal Articles (if you are unfamiliar with how to identify these articles, librarians at the Help Desks in the Wells Library are happy to help you!)

YOU MAY NOT USE Dictionaries, encyclopedias, magazines, newspapers, and websites.

- The questions that follow are guidelines for framing your thinking. You are expected to fully explore these questions/ideas and to apply them to your own experiences, which are to be reflected in your paper.
- Please use your experiences and our class discussion/lectures/readings if they are helpful in completing this assignment.
- Think about specific events or critical incidents in your life that have contributed to your awareness of your place as a subordinate and dominant group member.



- Think about historical incidents in society that also influence your membership in and understanding of the subordinate and dominant groups.
- The assigned course readings will be helpful in this assignment.
- As you reflect and write about your memberships, think about how your experience being dominant and subordinate at both individual and institutional levels.

Part 2: REFLECTIONS OF BEING A SUBORDINATE GROUP MEMBER:

- What is the subordinate group of which you are a member? What is the dominant group in relation to this? What kind of feelings do you experience as a member of a subordinate group?
- Relate your experience(s) in terms of facets of subordinate group membership, including:
 1. In what ways have you felt/do you feel powerless?
 2. In what ways is your group made visible or invisible? In what circumstances?
 3. What stereotypes exist about your group?
 4. What kind of prejudices have you experienced?
 5. What forms of discrimination, marginalization, and/or exploitation have you been exposed to?

INCLUDE EXAMPLES OF YOUR OWN EXPERIENCES TO ANSWER THE FOLLOWING QUESTIONS:

- How do your experiences of discrimination, marginalization, and/or exploitation affect the way you live your life on a daily basis? For example, how it affect your sense of both group identity and self-identity? What are some costs and benefits of being a subordinate group member? What are some of the joys and struggles you experience being a member of a subordinate group?
- What are the parts of today's society (such as institutions, organizations, events) that you do not view yourself as having access or entry to as a member of your subordinate group?
- What are some of the issues of difference and/or conflict between your group and the dominant one?
- What parts of this dominant-subordinate relationship would you like to see changed? How would the changes occur? Who would be involved in this change process?

Part 3: BEING A DOMINANT GROUP MEMBER:

- With what dominant group do you identify?
- What are the groups that are subordinated in relation to yours?
- What feelings do you experience as a member of your dominant group?

IN WHAT WAYS ARE SOME DOMINANT GROUP CHARACTERISTICS PARTS OF YOUR EXPERIENCE? FOR EXAMPLE:

- How is your group powerful?
- What forms of power does your group hold?
- Who are some agents of this power?
- What institutions are used to exert this power? In what ways?
- At what level (individual or group) do you primarily define/identify yourself?
- What privileges do you have as a member of the dominant group?
- In what ways do you see the culture of the dominant group setting the norms/standards for others' behavior?

INCLUDE EXAMPLES OF YOUR OWN EXPERIENCES TO ANSWER THE FOLLOWING QUESTIONS:



- How do your experiences as a dominant group member affect the way you live your life on a daily basis? For example, how does it affect your sense of both group identity and self-identity? What are some costs and benefits? What are some of the joys and struggles you experience being a member of a dominant group?
- What parts of this dominant-subordinate relationship would you like to see changed? How would the changes occur? Who would be involved in this change process?

Part 4: QUESTIONS TO REFLECT ON AT THE END OF THIS PAPER:

- What did you learn about yourself in doing this assignment?
- What insight did you gain from the journal articles?
- How does this assignment add to your understanding of yourself, dominant-subordinate relationships, and society?
- What issues did this assignment raise for you?

The assignment will be graded in accordance with your ability to address key aspects of the assignment,

Bibliography

(Note: These are not readings that we will cover in class; however, you may find them useful to consult as resources or to gain more information on atopic.)

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