



School of Social Work

SWK 541: Social Justice for Oppressed Populations

SCHEDULE: Fall 2019 Online

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Overview of Course

Course Description

This course provides students with knowledge about social work with diverse populations, mechanisms of social oppression, and social work's efforts to bring about social justice. 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, and

gender or disability status. In addition, the course will also develop culturally relevant macro and micro strategies of empowering these diverse groups

Course Objective(s)

1. Students will expand their awareness of the significance of race, ethnicity, gender, sexual orientation, socioeconomic status, and disability as they impact individual and group opportunities for success and well-being in this country.
2. Students will examine their self-identity and values as regards to social work values, ethics and professional practice.
3. Students will learn to critically analyze individual and group strengths based on respect for and appreciation of cultural differences.
4. Students will learn to identify historical, political, and socioeconomic forces that maintain racism, sexism, socioeconomic status and biases toward populations at risk.
5. Students will develop specific intervention micro, mezzo and macro strategies that promote economic and social justice for populations at risk.

Relationship to Other Courses

This course builds on foundation courses and enhances all subsequent/additional social work courses by providing a basis from which development and analysis of social work interventions may be formed.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflects the following practice behaviors:

2.1.2.1 Makes ethical decisions by applying standards of NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

2.1.2.3 Tolerates ambiguity in resolving ethical conflicts

2.1.4.2 Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

2.1.4.3 Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences

2.1.5.2 Understands the forms and mechanisms of oppression and discrimination

2.1.5.3 Is skilled at engaging in practices that advance social and economic justice

2.1.9.1 Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments and emerging societal trends in order to provide relevant services.

2.1.10[a].2 uses empathy and other interpersonal skills

Course Structure

Texts and Associated Materials

Required Texts:

Rothenberg, P. S. (2014). *Race, class and gender in the United States: An integrated study*. (9th ed). New York: St. Martin's Press.

Additional Readings Suggested:

Devore, W. & Schlesinger, E. G. (1996). *Ethnic sensitive social work practice* (8th ed). MA: Allyn & Bacon.

Overview of Course Assignments

1. REACTION PAPERS (3 AT 25 POINTS)

Students will write three brief reaction papers (1-2 pages, double-spaced). Students will react to three chapters selected by each student, from the Rothenberg text. The due dates for the different sections of the book are listed in the course outline. Students will upload the paper to D2L Brightspace and provide a one paragraph summary of their

reaction under Reaction Discussion during the week the reaction paper is due. Each reaction paper includes the specific parts of the book students can select a chapter to react to. For example students can select any chapter from part I or part II for reaction paper #1 (see syllabus for further guidelines). Please read each other's reactions, and add to the discussion for Class Participation points. Attendance in the virtual classroom and google hangouts will be used to provide lectures and class content therefore are a required part of the course. Class participation points will be earned for attendance and participation in these sessions.

2. INTERVIEW OF ADVOCATE FOR SOCIAL JUSTICE (75 points)

Students will interview a leader or employee of an organization that advocates for or assists an oppressed or special needs population group. The student will write a 3 - 4 page paraphrased summary of the interview that includes information received and personal reflections on the experience, and share the key findings with the class. Upload to Drop Box and post a one- paragraph summary under Advocate Interview Discussion. A suggested outline for questions will be available in Doc Sharing.

3. LITERATURE REVIEW (100 points)

Students will write a paper, which provides current statistics and a literature review focused on a specific ethnic or oppressed population. The conclusion should contain suggestions on possible micro, mezzo and macro interventions based on the student's research. The literature review must include at least eight professional journal articles as well as information from web sites that are related to government or professional organizations. The student must use at least ten references.

The paper should follow APA style and be 10 to 12 pages in length.

The paper will be graded using the following point system:

<u>Issues of Form:</u>	<u>Percentage of Grade</u>
Required length	10%
Professional grammar, punctuation, spelling/ APA format	25%
<u>Issues of Content:</u>	65%

Evidence of scholarly research
 Subject thoroughly covered, e.g. a complete bibliography with footnotes in the text which reflect the breadth of research done
 Evidence of critical analysis and practice application
 Connections made to various social, economic and/or political theories, which have been presented in the course

4. **MID-TERM EXAM (100 points)**

The mid-term exam will cover all course material from class “lectures”, class discussions, eCollege postings, and readings to date. Multiple choice, T/F, short answer, and brief essay:

5. **FINAL EXAM (100 points)**

The final exam will cover all material from class lectures, class discussions, and readings from the mid-term to date. Multiple choice, T/F, short answer, and brief essay:

Grading Scale

Course Requirements: To complete this course, students will be required to successfully complete class assignments. Attendance for all class meetings and participation are essential to integration of course material.

Reaction Papers (3)	75 points
Interview of Social Justice Advocate	75 points
Review of the Literature Paper	100 points
Mid-term exam	100 points
Final exam	100 points
<u>Class Participation</u>	<u>50 points</u>

Total: 500 points

<u>Points:</u>	<u>Grade:</u>
450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library - Room 162
Phone (903)886-5150 or (903) 886-5853
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> (class meets 1X week)	<u>Up to 2</u> absences: No Penalty	<u>3 absences: 1</u> letter grade drop	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> (class meets 2X week)	<i>Up to 3</i> absences: No Penalty	<i>4 absences: 1</i> Letter grade drop	<i>5 absences: 1</i> Letter grade drop	<i>6 absences: Class grade of "F"</i>
<i>Summer 10- week</i>	<i>Up to 1</i> absence: No Penalty	<i>2 Absences: 1</i> Letter grade drop	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent

of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Policy on Due Date

(1) NO assignments will be accepted past the due date. If an assignment is not submitted by the specified due data and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, an arrangement between the instructor and student will be made for submission of assignments.

(2). ALL written assignments will be submitted in the correct drop box, online in Bright Space D2L by the due date and time. DO NOT email an assignment to me unless you have issues submitting to bright space you may email it to meet the due date but will still be required to submit to bright space once the issue is resolved. In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>)

Students are expected to read and understand the University's Academic Dishonesty Policy

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The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter

any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla®	Latest, ESR	N/A

Firefox®		
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing.

Ensure that you download the free versions of the following software:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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Tentative Course Schedule

Weeks/	Topics	Assignments
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Dates		
Week 1 8/27	Part I – The Social Construction of Difference: Race, Class, Gender, and Sexuality	Read pages 1-58 Introduction
Week 2 9/3	Part I – cont'd	Read pages 59 -96 Live meeting (Google Hangout) or Virtual Classroom (TBA)
Week 3 9/10	Part II – Understanding Racism, Sexism, Heterosexism, and Class Privilege	Read pages 99 - 143 Reaction Paper #1 (Any chapters from part I or II)
Week 4 9/17	Part II – cont'd	Read pages 144-189 Virtual Classroom (TBA)
Week 5 9/24	Part III – Complicating Questions of Identity: Race, Ethnicity, and Immigration	Read pages 191-242 Reaction Paper #2 (Any chapters from part II or III)
Week 6 10/1	Part IV – Discrimination in Everyday Life	Read pages 243-295
Week 7 10/8	Part IV—cont'd	Read pages 296-324 Virtual Classroom (TBA)

Week 8 10/15		Midterm Exam
Week 9 10/23-10/22	Part V – The Economics of Race, Class, and Gender	Read pages 327-363
Week 10 10/29	Part V—cont'd	Read pages 364-400 Literature Review
Week 11 11/5	Part VII – How it happened: Race and Gender Issues in U.S. Law	Read pages 469-534
Week 12 11/12	Part VIII- Maintaining Race, Class, and Gender Hierarchies: Reproducing “Reality”	Read pages 537-583 Reaction Paper #3 (Any chapters from part IV, V, or VII, or VIII)
Week 13 11/19		Virtual classroom (TBA)
Week 14 11/26	Part VIII – cont'd	Read pages 584-602 Advocate Interview
Week 15 12/3	Part IX – Social Change: Revisioning the Future and Making a Difference	Read pages 605-643
Week 16 12/9		Final Exam

