

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**

**SCHOOL OF SOCIAL WORK**

**Fall 2022 Master Syllabus  
BASW**

**09/50:910:406: Diversity and Oppression  
(Online)**

**Instructor:**

**Room Number:**

**Office Hours:**

**E-mail:**

**Term: Fall 2022**

**Office:**

**Telephone:**

**I. Catalog Course Description:**

This diversity and oppression course will introduce a range of diverse populations by race, ethnicity, gender, sexual orientation, and physical differences. Additionally, students will examine the role, function, and effects of oppression in society as it relates to social, economic, and environmental justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest here is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services.

## **II. Course Overview:**

This course will be based on a partnership between the instructor and students in collaboration and commitment to mutual learning. Lectures, discussions, experiential exercises, and assignments will be the learning tools of the Diversity and Oppression course. Students are expected to actively participate in class and attendance is mandatory. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation, death of a loved one, or attending conferences as long as prior permission is obtained from the instructor. Students lose two points per class missed. Students who miss more than three classes without a valid excuse will receive one course grade lower than their final grade when points are totaled. A critical goal of this course is to provide a safe environment for discussion of various points of view. Therefore, differences in values, beliefs, and opinions expressed in the classroom will be respected.

## **III. Place of Course in Curriculum:**

This course, required of all MSW students as part of the Professional Foundation Year, introduces those concepts about diversity and oppression considered essential foundation knowledge for social work, and provides the basis of subsequent and more extensive exploration of related issues in other classes and the field practicum.

## **IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies:**

Because this course focuses on providing you with the knowledge, skills, and values for you to engage in ethical and professional behavior, it has been selected to be part of the School of Social Work overall assessment program.

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at [cswe.org](http://cswe.org) or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 Education Policy and Accreditation Standards (EPAS), within its curriculum. These competencies were recently updated in the 2022 EPAS. Additionally, the Rutgers SSW has developed a competency to measure Liberatory Consciousness. This course will use the 2022 Education Policy and Accreditation Standards (EPAS) and will assist students in developing the following competencies:

## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

### **Social workers:**

- a.** advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b.** engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

### **Social workers:**

- a.** demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

### **Competency 10: Liberatory Consciousness**

Social workers identify how the development of a liberatory consciousness is a pre-condition for engaging in effective liberation and social justice work. Social workers recognize that all members of society have been socialized into various systems of oppression and that the development of a liberatory consciousness “enables humans to live their lives in oppressive systems and institutions with awareness and intentionality, rather than on the basis of the socialization to which they have been subjected” (Love, p. 470). Social workers understand and actively engage the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial and economic justice.

#### **Social workers:**

- Practice Awareness by “noticing what happens in the world around” them and use this awareness to recognize and acknowledge stigma, discrimination, and oppression (Love, p. 471);
- Analyze “what is happening from a stance of awareness” (Love, p. 471) of oppression and consider a range of possible activities to promote greater social, economic and racial justice;
- Act “to transform society” and “move to a more just world” and by encouraging and/or organizing others to take action, locating resources to empower others, and encouraging others to exercise their voice and power (Love, p. 472); and
- Hold themselves Accountable and practice in Allyship by working in collaboration and connection with others, disentangling patterns of internalized oppression (both internalized subordination and internalized domination), and remaining open to perspective sharing and analyses of inevitable mistakes and/or oppressive positions and/or behaviors.

#### **V. Course Learning Goal:**

##### **Objectives:**

Upon completion of this course students will be able to:

- Analyze the history and evolution of oppression through a deeper understanding around diversity and difference in our environments.
- Explain how privilege and oppression manifests differently among and between groups with a focus on student's personal experiences of privilege and oppression in the context of time (history) and space (physical place). – intersectionality

- Apply the skills to effectively work with individuals, families, groups, organizations, and communities through a cultural humility lens.
- Demonstrate the knowledge, values, and skills to advocate for social, economic, environmental, racial, political, and criminal justice, equity, and inclusion.
- Apply the liberatory consciousness framework in reflective practice that is demonstrated in action and allyship when working with diverse groups as a social worker.

#### **VI. School of Social Work Mission Statement and School-Wide Learning Goals:**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

By completing this course, you will satisfy the requirements for school-wide Learning Goals #1 and #2.

#### **VII. Required Texts and Readings:**

There is no required textbook for this course. The required readings are based on articles and chapters from various authors.

#### **Readings on Library Reading List:**

Required readings are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left-hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions please click [here](#) for a video tutorial.

## **Recommended Texts:**

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Blackmon, D. A. (2008). *Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II*. New York: Anchor Books.

Davis, L. E. (2016). *Why are they angry with us? Essays on race*. Lyceum Books.

Desmond, M. (2016). *Evicted: Poverty & profit in the American city*. NY: Crown Publishers.

Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston:

Kendi, I. X. (2019). *How to be an antiracist*. New York: One World.

Sue, D. W., Rasheed, M. N., & Rasheed, J. W. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice* (2<sup>rd</sup> ed.). New Jersey: John Wiley & Sons, Inc.

## **Useful Websites:**

### **Project Race**

<http://www.understandingrace.org/lived/index.html>

### **Rutgers Library Tutorials**

[http://www.libraries.rutgers.edu/rul/lib/roberson\\_lib/libres.html](http://www.libraries.rutgers.edu/rul/lib/roberson_lib/libres.html)

### **American Psychological Association**

<http://apastyle.apa.org/>

### **Slavery by another Name**

<https://www.pbs.org/video/slavery-another-name-slavery-video/>

### **Poverty and Life Expectancy**

<https://www.washingtonpost.com/news/wonk/wp/2016/04/11/where-living-poor-means-dying-young/>

### **Financial Well-Being among Older Adults**

<http://www.forbes.com/sites/howardgleckman/2016/04/08/a-new-look-at-the-big-differences-in-financial-well-bring-among-older-adults/#169aadf355c3>

### Additional Online Resources

#### APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

## **VIII. Course Attendance and Participation Policies**

You should complete the course modules according to the course outline. You are expected to complete readings, discussions, and assignments according to the course outline and due dates found in each module's activity table and the course syllabus. Faculty are able to view your activity (including your time spent in module threads, listening or viewing podcasts and screencasts, etc.) to ensure you are staying actively involved in the course.

## **IX. Diversity Statement:**

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

## **X. Assignments and Grading:**

Students are expected to do all required reading. Students will also be given homework assignments that will enhance the experiential learning. Grades for the course will be based on the following assignments. Percentage values for each assignment represent the maximum credit available.

Grade	Percent
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-75
F	0-69

\*Scores to be rounded up at .5



Assignment	Points
Slavery by Another Name Paper	10 percent
Personal Background Paper	20 percent
Class Presentations (Each group will be assigned a module to cover)	10 percent
Interview & Literature Review Paper	20 percent
Social, Racial, Economic, and Environmental Justice Reflection Paper	10 percent
Weekly Threaded Discussions	30 percent
<b>Sum of All Points</b>	<b>100 percent (maximum)</b>

## **XI. Academic Resources**

### **Library Research Assistance**

**Julia Maxwell** is the social work librarian on the New Brunswick Campus [jam1148@libraries.rutgers.edu](mailto:jam1148@libraries.rutgers.edu) p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are all available to meet with students.

### **Writing Assistance**

Success in college and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all BASW students at the Learning Centers on their respective campuses.

### **Additional Online Resources**

#### *APA Style*

All students are expected to adhere to the citation style of the *Publication Manual of the*

*American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

### ***Email Etiquette for Students***

<https://owl.english.purdue.edu/owl/resource/694/01/>

## **XII. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

## **XIII. Academic Integrity**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper

attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

#### **XIV. Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a

disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**XV. Other Resources**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs./day, 7 days a week.

**XVI. COVID -19 community safety practices**

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

**XVII. Course Outline**

**Course Schedule and Activity Table**

<b>Module 1</b>	<b>Understanding Privilege &amp; Oppression</b>  Introduce terms, provide links, relate to discussion  Liberatory consciousness	<b>Readings:</b> Please read the following articles on the Reading List:  Black & Stone. (2005). Expanding the definition of privilege: The concept of social privilege. <i>Journal of Multicultural Counseling &amp; Development</i> , 33, pp.243-257.
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<p><b>Module 2</b></p>	<p>The Privilege Walk Socio-economic Video clip about privilege</p> <p>Implicit Bias</p> <p>Student introductions and ground rules</p> <p>Utilizing library resources, APA style, and academic integrity</p> <p>Describing assignments</p> <p>Defining key concepts and theoretical framework</p> <p><b>Cultural Humility</b></p> <p>Part 1 Main points from readings</p> <p>Part 2 Class discussion</p>	<p>Love, B. J. (2000). Developing a liberatory consciousness. In Adams, M. <i>Readings for diversity &amp; social justice</i>, (pp.470-474). Routledge.</p> <p>McIntosh, P. (2017). White privilege and male privilege. In Kimmel, M. S., &amp; Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (4<sup>th</sup> ed., pp. 28-40). Westview Press.</p> <p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Abe, J. (2020). Beyond cultural competence, toward social transformation: Liberation psychologies and the practice of cultural humility. <i>Journal of Social Work Education</i>, 56(4), 696–707. <a href="https://doi.org/10.1080/10437797.2019.1661911">https://doi.org/10.1080/10437797.2019.1661911</a></p> <p>Fisher-Borne, M., Montana Cain, J., &amp; Martin, S.L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education</i>, 34(2), 165-181.</p> <p>Moore-Bembry, N. (2020). Cultural humility: A life long journey. <i>Reflections</i>, 26(2), 4-12. <a href="https://reflections narratives of professional help ing.org/index.php/Reflections/article/view/1762/1614">https://reflections narratives of professional help ing.org/index.php/Reflections/article/view/1762/1614</a></p>
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<p><b>Module 3</b></p>	<p><b>Human Rights and Social Work</b></p> <p>Part 1 Main points from readings</p> <p>Current News &amp; Policies</p> <p>Part 2 Class discussion</p>	<p><b>Readings:</b> Readings: Please read the following selections on the Reading List:</p> <p>Androff, D. (2018). Practicing human rights in social work: Reflections and rights-based approaches. <i>Journal of Human Rights and Social Work</i>, 3(4), 179-182.</p> <p>United Nations. (1948). Universal Declaration of Human Rights. Retrieved from <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></p> <p><b>Videos:</b> United Nations. (n.d.) The 17 goals. Retrieved from <a href="https://www.un.org/en/about-us/sustainable-development-goals">United Nations Department of Economic and Social Affairs Sustainable Development Goals</a></p> <p>TED. (2015, September). <i>Michael Green: How to make the world a better place by 2030</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=o08ykAqLOxk">https://www.youtube.com/watch?v=o08ykAqLOxk</a></p>
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<p><b>Module 4</b></p>	<p><b>Racial Justice</b></p> <p>Part 1 Main points from readings</p> <p>Anti-Racism</p> <p>Critical Race Theory</p> <p>Part 2 Class discussion</p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Curran, L., Battle, D., &amp; Jones, S. (2022). Challenging anti-Black racism across the curriculum: Situating the social work legacy and moving forward. <i>Journal of Teaching in Social Work, 42</i>(2-3), 102-119.</p> <p>Davis, L. E. (2016). Why are they angry with us? Essays on race (ch. 3) pp. 35-47. Lyceum Books.</p> <p>Oluo, I. (2019). What is racism? In <i>So you want to talk about race</i> (pp. 23-36). Hachette Book Group, Inc.</p> <p>Kolivoski, K., Weaver, A., &amp; Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for application in social work practice and policy. <i>Families in Society: The Journal of Contemporary Social Services, 95</i>(4), 269-276.</p>
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<p><b>Module 5</b></p>	<p><b>Social Justice</b></p> <p>Part 1 Main points from readings</p> <p>Intersectionality</p> <p>Part 2 Class discussion</p> <p>“Slavery by Another Name” due Module 4.</p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Deepak, A. C. (2015). Delivering diversity and social justice in social work education: The power of context. <i>Journal of Progressive Human Services</i>, 26(2), 107-125.</p> <p>Reisch, M., &amp; Garvin, C. (2016). Social work and social justice: Concepts, challenges, and strategies. pg. 72-97 (ch. 3) Oxford University Press, Incorporated.</p> <p><b>Video:</b> TED. (2016, October). <i>Kimberle Crenshaw: The urgency of intersectionality</i> [Video]. YouTube. <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?referrer=playlist-talks_to_help_you_understand_s">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?referrer=playlist-talks_to_help_you_understand_s</a></p>
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<p><b>Module 6</b></p>	<p><b>Economic Justice</b></p> <p>Part 1 Main points from readings:</p> <p>Part 2 Class discussion</p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Brady, S. R., Young, J. A., &amp; McCleod, D. A. (2015). Utilizing digital advocacy in community organizing: Lessons learned from organizing in virtual spaces to promote worker rights and economic justice. <i>Journal of Community Practice</i>, 23(2), 255-273.</p> <p>Desmond, M. (2016). Christmas in room 400. In Desmond, M. <i>Evicted: Poverty &amp; profit in the American city</i> (pp. 94-107). Crown Publishers.</p> <p>Desmond, M. (2016). Epilogue: Home &amp; hope. In Desmond, M. <i>Evicted: Poverty &amp; profit in the American city</i> (pp. 293-313). Crown Publishers.</p> <p>Simmons, L. (2016). Opportunities for community organizing in the realm of economic justice and low wage worker struggles. <i>Journal of Community Practice</i>, 24(2), 166-18.</p>
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<p><b>Module 7</b></p>	<p><b>Environmental Justice</b></p> <p>Part 1 Main points from readings:</p> <p>Define sustainability Global citizenship Ecological and economic crisis Social worker's role</p> <p><b>Environmental Refugees</b></p> <p>Part 2 Class discussion</p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Dahir, A.L. (2021, May 7). Erased from a Davos photo, a Ugandan climate activist is back in the picture. <i>The New York Times</i>. <a href="https://www.nytimes.com/2021/05/07/world/afrika/vanessa-nakate-climate-change-uganda.html?referringSource=articleShare">https://www.nytimes.com/2021/05/07/world/afrika/vanessa-nakate-climate-change-uganda.html?referringSource=articleShare</a></p> <p>Goldtooth, D., Saldamando, A., &amp; Gracey, K. (2021, August). <i>Indigenous resistance against carbon</i>. Oil Change International. <a href="https://www.ienearth.org/indigenous-resistance-against-carbon/">https://www.ienearth.org/indigenous-resistance-against-carbon/</a></p> <p>Mason, L. R. (2019). Achieving environmental justice. In M.R. Ranks (Eds.), <i>Toward a livable life: A 21st century agenda for social work</i> (1<sup>st</sup> ed., pp. 232-252). Oxford University Press.</p> <p>Schusler, T., Krings, A., &amp; Hernández, M. (2019). Integrating youth participation and ecosocial work: New possibilities to advance environmental and social justice. <i>Journal of Community Practice</i>, 27(3-4), 460-475. <a href="http://dx.doi.org/10.1080/10705422.2019.1657537">http://dx.doi.org/10.1080/10705422.2019.1657537</a></p> <p><b>Videos/Resources:</b> <i>Vanessa Nakate's Twitter response to environmental injustice, racism, and The Associated Press cropping her out-</i> <a href="https://twitter.com/vanessa_vash/status/1220722317002756098">https://twitter.com/vanessa_vash/status/1220722317002756098</a></p> <p>Hunka, F. P., Fox, J., &amp; Dewey, M. (2017). <i>Awake – A dream from Standing Rock</i> [Video]. Vimeo. <a href="https://vimeo.com/213791250">https://vimeo.com/213791250</a></p>
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<p><b>Module 8</b></p>	<p><b>Gender and Gender Diversity</b></p> <p>Personal Background paper due Module 7.</p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Montanez, A. (2017, September 1). Beyond XX and XY: The extraordinary complexity of sex determination. <i>Scientific American</i>. <a href="https://www.scientificamerican.com/article/beyond-xx-and-xy-the-extraordinary-complexity-of-sex-determination/">https://www.scientificamerican.com/article/beyond-xx-and-xy-the-extraordinary-complexity-of-sex-determination/</a></p> <p>Glick, P., &amp; Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. <i>American Psychologist</i>, 56, 109-118.</p> <p>Hines, S. (2019). The feminist frontier: On trans and feminism. <i>Journal of Gender Studies</i>, 28(2), 145-157.</p> <p><b>Videos/Resources:</b> Map of Gender-Diverse Cultures <a href="https://www.pbs.org/independentlens/content/wo-spirits_map-html/">https://www.pbs.org/independentlens/content/wo-spirits_map-html/</a></p> <p>Gonads, a Radiolab series (<a href="https://www.wnycstudios.org/podcasts/radiolab/projects/radiolab-presents-gonads">https://www.wnycstudios.org/podcasts/radiolab/projects/radiolab-presents-gonads</a>)</p>
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<p><b>Module 9</b></p>	<p><b>Sexual Orientation and Identity</b></p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Herek, G. M. (2015). Beyond “homophobia”: Thinking more clearly about stigma, prejudice, and sexual orientation. <i>American Journal of Orthopsychiatry</i>, 85(5S), S29.</p> <p>Meyer, I. H. (2015). Resilience in the study of minority stress and health of sexual and gender minorities. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 2(3), 209–213.</p> <p>Meyer, D. (2020). An intersectional analysis of LGBTQ Online media coverage of the Pulse Nightclub shooting victims. <i>Journal of homosexuality</i>, 67(10), 1343-1366.</p> <p><b>Videos/Resources:</b> Billy Porter Gives A Brief History of Queer Political Action produced by <i>Them</i>. <a href="https://www.youtube.com/watch?v=XoXH-Yqwyb0">https://www.youtube.com/watch?v=XoXH-Yqwyb0</a></p> <p>The Stonewall You Know Is a Myth. And That’s O.K. produced by <i>NYT Celebrating Pride</i> <a href="https://www.youtube.com/watch?v=S7jnzOMxb14">https://www.youtube.com/watch?v=S7jnzOMxb14</a></p> <p>The LGBTQ+ Generation Gap. The older generation talks to the younger generation about LGBTQ+ rights. <a href="https://www.youtube.com/watch?v=Y3H-qLMw17M">https://www.youtube.com/watch?v=Y3H-qLMw17M</a></p>
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<p><b>Module 10</b></p>	<p><b>People with Disabilities</b></p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Anastasiou, D., &amp; Kaufmann, J. M. (2013). The Social Model of Disability: Dichotomy between impairment and disability. <i>Journal of Medicine and Philosophy</i>, 38, 441–459.</p> <p>Blick R.N., Franklin M.D., Ellsworth D.W., Havercamp S.M., &amp; Kornblau, B.L. (2015). <i>The double burden: Health disparities among people of color living with disabilities</i>. Ohio Disability and Health Program, 1-9.</p> <p>Moodley, J., &amp; Graham, L. (2015). The importance of intersectionality in disability and gender studies. <i>Agenda</i>, 29(2), 24-33.</p> <p><b>Video:</b> Gray, K. Intersectionality and disability [Video]. YouTube. <a href="https://www.youtube.com/watch?v=p2XN0CQazr0">https://www.youtube.com/watch?v=p2XN0CQazr0</a></p>
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<p><b>Module 11</b></p>	<p><b>Spiritual Diversity in Social Work</b></p> <p>Interview/Literature Review paper due today</p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Kelsey M. Moffatt &amp; Holly K. Oxhandler (2018) Religion and spirituality in master of social work education: Past, present, and future considerations. <i>Journal of Social Work Education</i>, 54(3), 543-553. doi: <a href="https://doi.org/10.1080/10437797.2018.1434443">10.1080/10437797.2018.1434443</a></p> <p>Hodge, D. R. (2018) Spiritual Competence: What it Is, why it is necessary, and how to develop it. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i>, (27)2, 124-139. doi: <a href="https://doi.org/10.1080/15313204.2016.1228093">10.1080/15313204.2016.1228093</a></p> <p><b>Video:</b> Lampkins, D. Social work and spirituality: What you need to know [Video]. YouTube. <a href="https://www.youtube.com/watch?v=1lyegoPI9GI">https://www.youtube.com/watch?v=1lyegoPI9GI</a></p> <p><b>Recommended resources:</b> Drummond, D. A., &amp; Carey, L. B. (2019). Assessing Spiritual Well-Being in Residential Aged Care: An Exploratory Review. <i>Journal of religion and health</i>, 58(2), 372–390. <a href="https://doi.org/10.1007/s10943-018-0717-9">https://doi.org/10.1007/s10943-018-0717-9</a></p> <p>Hodge, D. R. (2015). <i>Spiritual Assessment in Social Work and Mental Health Practice</i>. United States: Columbia University Press.</p> <p>Canda, E. R. (2012, October 8). Spiritual diversity in social work: the heart of helping [Presentation]. University of Denver GSSW. <a href="https://www.youtube.com/watch?v=90kRJjh-F80">https://www.youtube.com/watch?v=90kRJjh-F80</a></p>
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<p><b>Module 12</b></p>	<p><b>Ethnocentrism and Nativism</b></p>	<p><b>Readings:</b> Please read the following articles on the Reading List:</p> <p>Foer, F. (2018, September). How ice went rogue. <i>The Atlantic</i>.</p> <p>Kiehne, E. (2016). Latino critical perspective in social work. <i>Social Work, 61</i>(2), 119–126.</p> <p>Rojas-Flores, L., Clements, M. L., Hwang Koo, J., London, J. &amp; Kendall-Tackett, K. (2017). Trauma and psychological distress in Latino citizen children following parental detention and deportation. <i>Psychological Trauma: Theory, Research, Practice, and Policy, 9</i>(3), 352–361. doi:10.1037/tra0000177.</p> <p>Sabina, C., Cuevas, C. A., &amp; Ho, L. Y. (2021). Multiple dimensions of acculturation and the victimization of Latino adolescents. <i>Cultural Diversity and Ethnic Minority Psychology, 27</i>(2), 280–295. <a href="https://doi.org/10.1037/cdp0000338">https://doi.org/10.1037/cdp0000338</a></p> <p><b>Podcasts:</b> Hinojosa, Maria (Host). (2021, April 27). Ornella &amp; Violeta [Audio podcast]. In <i>LatinoUsa</i>. Futuro Media. <a href="https://www.latinousa.org/2021/04/27/ornellavioleta/">https://www.latinousa.org/2021/04/27/ornellavioleta/</a></p> <p>Iacono, Rachel (Host). (2021, May 3). This week in Immigration [Audio podcast episode 93]. In <i>This Week in Immigration</i>. Bipartisan Policy Center. <a href="https://bipartisanpolicy.org/podcast-episode/episode-93-this-week-in-immigration/">https://bipartisanpolicy.org/podcast-episode/episode-93-this-week-in-immigration/</a></p>
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<p><b>Module 13</b></p>	<p><b>Anti-Oppressive Social Work</b></p> <p>Grand Challenges for Social Work</p> <p>CSWE EPAS</p> <p>Part 1 Main points from readings</p> <p>Part 2 Class discussion</p>	<p><b>Readings:</b></p> <p>James, C., &amp; Battle, D. (2012, 2021). Diversity and Social Justice: Anti-oppressive Social Work at the Organizational Level [PowerPoint slides].</p> <p><a href="#">NASW (2015) Standards for Cultural Competence in Social Work Practice (PDF)</a></p> <p><a href="#">NASW (2007) Institutional Racism &amp; the Social Work Profession: A Call to Action (PDF)</a></p> <p>CSWE. (2022). 2022 Educational Policy and Accreditation Standards (EPAS) for baccalaureate and master’s social work programs (pp. 9-10). <a href="https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf">https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf</a></p> <p>Grand Challenges for Social Work: <a href="https://grandchallengesforsocialwork.org/#the-challenges">https://grandchallengesforsocialwork.org/#the-challenges</a></p>
<p><b>Module 14</b></p>	<p><b>Eliminating Oppression and Injustice</b></p> <p>Part 1 Main points from readings</p> <p>Part 2 Class Discussion</p> <p>Social, Racial, Economic, and Environmental Justice Reflection Paper Due Module 14.</p>	<p><b>Readings:</b></p> <p>Please read the following articles on the Reading List:</p> <p>Oluo, I. (2019). Talking is great, but what else can I do? In <i>So you want to talk about race</i> (pp. 225-238). Hachette Book Group, Inc.</p> <p>Phillips, H. (2020 May 9). Performative allyship is deadly (here’s what to do instead). <a href="https://forge.medium.com/performative-allyship-is-deadly-c900645d9f1f">https://forge.medium.com/performative-allyship-is-deadly-c900645d9f1f</a></p>



## **XVII. Course Assignments and Rubrics:**

**Papers and homework assignments are due at the beginning of the class on the due date unless otherwise stated.** Late papers will be penalized one grade for each day they are overdue. Papers not received within the first 15 minutes of class on the date due but submitted before the end of class will be considered ½ day late and will receive a 5-point deduction. Papers submitted after the end of class will be considered a full day late and will be penalized accordingly. There will be no opportunities for extra credit. All assignments must be type written.

Professional social workers keep case records; write treatment reports for referral sources and managed care companies; correspond with judges and other professionals; develop policies and advocate for their clients. All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA style) are expected for all assignments. Credit will be deducted from a paper's grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available.

The University Code of Student Conduct (see catalog pages 23-25) provides that the penalty for graduate students who plagiarize material from any source (including electronic sources) is permanent expulsion from the University.

### **Description of Assignments:**

#### ***Weekly Threaded Discussions (30 points)***

Each module includes questions for the class to discuss. You are expected to post a thoughtful thread in response to each question, as well as one response to a classmate. Please refer to "Rubrics" and "Netiquette" for more information. No points will be given to late posts.

#### ***"Slavery by another Name" (10 Points)***

##### ***Due Module 4***

Go to <https://www.pbs.org/video/slavery-another-name-slavery-video/>

**To watch the PBS documentary, "Slavery by Another Name" based on, Blackmon, D. A. (2008). *Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II*. New York: Anchor Books.**

Write 3 pages responding to four of the discussion questions below. Title page, abstract, and references are not included in the required page count. Use APA format and clearly identify questions being addressed. Be prepared to discuss all of the questions in class.

Critical Thinking Discussion Questions for "Slavery by another Name":

1. Why is it important to document hidden histories?
2. Why are certain histories hidden or difficult to uncover?

3. What new insights did you gain after watching this documentary?
4. To what extent do you think a person's racist attitudes and behaviors can be forgiven due to the "norm" of their surrounding culture?
5. In what ways, if any, are we responsible for our ancestor's actions? Is it fair to hold individuals accountable for things their ancestors did?
6. How have the dynamics of relationships between black people and white people changed since the Civil Rights Movement of the 1960's?
7. Blackmon asserts that real slavery didn't end until the 1940's. In what ways is this statement true? What forms of modern slavery exist today?
8. How does the history represented in the documentary help us understand present conditions for people of color today? How can knowing history empower people today?
9. What current events do you believe should be documented, so that they are not hidden from future generations? Why?
10. After viewing the documentary, do you believe that racism is inherent or taught? Explain.

***Personal Background Paper: (20 Points)***

***Due Module 7***

*This paper will be confidential and only the instructor will read it.*

For this paper, each student should interview an older family member or someone who is able to help you explore your family's racial, ethnic, and cultural background. The student should ask their family member to tell them about their family history. Where do you come from? What are your family values? How does your family negotiate identity within multiple cultures? Do you often interact with members of other cultural groups? What are your family's biases about other cultural groups? Either tape record the interview or take detailed notes.

Once the interview is completed write an 8 to 10 pages, double spaced paper with 1-inch margins and 12-point font. Title page, abstract, and references are not included in the required page count. Cite the literature you draw from using APA style (use a minimum of 5 citations). Each page must be fully covered. **In order to protect confidentiality, use codenames for yourself and your family members.** The paper structure is outlined below. Use this outline in your paper:

I. Introduction:

a) Briefly describe how you identify yourself today and have done so at different times of your life in terms of racial background, age, social economic status, nationality, country of residence, cultural background and any information you find to be important in describing who you are (this should be 1 or 2 paragraphs).

b) Briefly describe what you know about your family's background with special emphasis on what you learned during your interview. Compare experiences between different family generations, how your views differ or concur with your family members, and how behavior norms are taught from one generation to the next Include a graphical timeline of your racial, ethnic, and cultural heritage. (This should be 2 to 3 pages). [\(LINK TO TIMELINE WORKSHEET\)](#)

## II. Your Family on the Continuum of Privilege and Oppression

This section should be the bulk of the paper. Here you will reflect upon your family history and identify where you are located on a continuum between privilege and oppression. In what circumstances has your family experienced privilege? What did that feel like? In what circumstances have you and your family experienced oppression (either being oppressed or oppressing others)? What did that feel like? (This should be 5 to 6 pages)

## III. Conclusion

This section will be a brief summary of the main things you learned about yourself and your family. Examine the meaning of your family background to your social work practice and identify which cultural groups you know a lot about, which cultural groups you do not know much about and what types of clients you might feel comfortable and uncomfortable serving (this should be 1 to 2 pages).

### ***Group Presentations: (10 Points)***

#### ***Due Modules 8-12***

The class will be divided into five groups. Group presentations should be 30 minutes with an additional 5-10 minutes of class discussion. Presentations will begin Module 8: 1) Gender and Gender Identity; 2) Sexual Orientation and Identity; 3) People with Disabilities; 4) Spiritual Diversity in Social Work; 5) Ethnocentrism and Nativism Each group presentation is worth ten points and groups are expected to create a case study of social workers working with clients from your assigned group. The group will present the case based on the main points of the articles in a 10-15 PowerPoint slide presentation, role play, or other creative presentation format. (5 points for quality & clarity of research) and Class Presentation (5 points for organization, presentation, engagement, and discussion).

### ***Interview/Literature Review Paper: (20 Points)***

#### ***Due Module 12***

For this paper, each student should interview someone who is different from the student by race and one other dimension of intersectionality. The student will also conduct a literature review related to the interviewee. Once the interview and literature review are completed, write a 10 to 12 pages, double-spaced paper with 1-inch margins and 12-point font. Title page, abstract, and references are not included in the required page count. Cite the literature you draw from using

APA style (use a minimum of 5-7 citations). Each page must be fully covered. **In order to protect confidentiality, use codenames for your interviewee.** In addition to a Title Page, Abstract, Introduction, Conclusion, and References, the paper structure is outlined below. Use this outline in your paper:

### ***I: Interview***

In this paper, you are asked to interview someone of a different race and one other dimension of intersectionality: ethnicity, gender, sexual orientation, disability and ability, class, immigration status, and religion. Ask the questions from the topic area that corresponds to your interviewee's group. **(These starter interview questions are provided with the writing tips handout. Additional questions should be added by the student and included in the paper. Provide a single-spaced verbatim of the interview.)** Before you begin your interview, remember to inform your interviewee that their participation is completely voluntary, that they can refuse to answer any or all questions, and their identity will be kept confidential. Again, be sure to omit any identifying information from your paper. You should participate together in a social activity where your interviewee's group is in the majority (dinner, club, movie, cultural event, etc.) before engaging in the interview. **(Note: If there are social distancing issues, this can be a virtual event.)** Describe the social event at the start of your paper. This is followed by the complete interview, word-for-word and single-spaced.

### ***II: Literature Review***

Do a brief literature review on your interviewee's member group (e.g., if you interviewed a Black lesbian woman, find articles on Black lesbian women. Review at least 5-7 sources of current, written within the past 5 years, scholarly literature.)

### ***III. Findings***

Compare and contrast your interviewee's experience with what you found in the literature. With reference to the literature, thoroughly discusses how the dimensions of diversity and intersectionality impact your interviewee's privilege and oppression. Also, describe how diversity and difference characterize and shape the human experience and are critical to the formation of identity. Also, with reference to the literature, clearly discuss how the forms and mechanisms of oppression and discrimination impact the extent to which impact your interviewee's culture and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Develop tentative conclusions regarding how social workers can best assist persons from your respondent's group based on a critical analysis of the interview, class materials, and your own thinking and experience.

## ***Social, Racial, Economic, and Environmental Justice Reflection Paper: (10 Points)***

### ***Due Module 14***

The final major D&O assignment is a 3-page Social, Racial, Economic, or Environmental Justice Reflection Paper. Students must identify a social, racial, economic, or environmental justice activity that they choose to participate in and write a 3-page reflection paper on this activity. Students must apply the liberatory consciousness framework in reflective practice, that is

demonstrated in the knowledge, values, and skills of awareness, analysis, action, and accountability/ally-ship, to engage in practices that advance justice and equity when working with diverse groups as a social worker. It is important to distinguish one’s role as a substantive versus performative ally. To complete this assignment students must demonstrate the ability to practice self-awareness of stigma, discrimination, oppression, and privilege. Students must also be able to analyze social inequalities, how we are socialized into systems of privilege and oppression, and to determine social justice activities to address injustice. Students will identify the steps taken to plan, implement, complete, and reflect on the activity they participated in. The social justice activity must be approved by your professor and reflect a strategy to eliminate oppressive structural barriers to ensure the equitable distribution of social goods, rights, and responsibilities and the protection of civil, political, social, racial, economic, environmental, and cultural human rights.

Your papers will be graded on the following holistic rubric.

Slavery by Another Name Paper	Personal Background Paper	Interview & Literature Review Paper	Social, Racial, Economic & Environmental Justice Reflection Paper	Criteria
8-10 points	17-20 points	17-20 points	8-10 points	<p><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>● Accurately interprets evidence, statements, graphics, questions, etc.</li> <li>● Identifies the salient arguments (reasons and claims) pro and con.</li> <li>● Thoughtfully analyzes and evaluates major alternative points of view.</li> <li>● Draws warranted, judicious, non-fallacious conclusions.</li> <li>● Justifies key results and procedures, explains assumptions and reasons.</li> <li>● Fair-mindedly follows where evidence and reasons lead.</li> </ul>

<b>6-7 points</b>	<b>11-16 points</b>	<b>11-16 points</b>	<b>6-7 points</b>	<p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>● Accurately interprets evidence, statements, graphics, questions, etc.</li> <li>● Identifies relevant arguments (reasons and claims) pro and con.</li> <li>● Offers analyses and evaluations of obvious alternative points of view.</li> <li>● Draws warranted, non-fallacious conclusions.</li> <li>● Justifies some results or procedures, explains reasons.</li> <li>● Fair-mindedly follows where evidence and reasons lead.</li> </ul>
<b>3-5 points</b>	<b>6-10 points</b>	<b>6-10 points</b>	<b>3-5 points</b>	<p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>● Misinterprets evidence, statements, graphics, questions, etc.</li> <li>● Fails to identify strong, relevant counter-arguments.</li> <li>● Ignores or superficially evaluates obvious alternative points of view.</li> <li>● Draws unwarranted or fallacious conclusions.</li> <li>● Justifies few results or procedures, seldom explains reasons.</li> <li>● Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</li> </ul>

0-2 points	0-5 points	0-5 points	0-2 points	<p><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>● Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.</li> <li>● Fails to identify or hastily dismisses strong, relevant counter-arguments.</li> <li>● Ignores or superficially evaluates obvious alternative points of view.</li> <li>● Argues using fallacious or irrelevant reasons, and unwarranted claims.</li> <li>● Does not justify results or procedures, nor explain reasons.</li> <li>● Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</li> <li>● Exhibits close-mindedness or hostility to reason.</li> </ul>
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**Grading Standards:**

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to student’s proposed project and class assignments. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work; demonstrates understanding of material; written materials have some problems with organization and mostly conforms to accepted standards of grammar, spelling punctuation, etc.; some citation problems. Work is completed by the due date

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.



## Selected Bibliography

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- Battle, V. D. (2020, June 3). I can't breathe. *The Star Ledger*. Retrieved from <https://www.nj.com/opinion/2020/06/i-cant-breathe.html>
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