

## Term Information

Effective Term Spring 2022  
[Previous Value](#) Autumn 2016

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Seeking approval to change the course title, objectives and content topic list.

### What is the rationale for the proposed change(s)?

We eventually plan to submit the course for approval as a foundation level course in the new Race, Ethnicity & Gender Diversity GE category beginning in AU22. In the interim, we would like to continue offering this revised version of the course under its current Social Diversity in the U.S. category.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Social Work  
Fiscal Unit/Academic Org Social Work - D1900  
College/Academic Group Social Work  
Level/Career Undergraduate  
Course Number/Catalog 1140  
Course Title Issues in Social Justice: Race, Gender and Sexuality  
[Previous Value](#) *Minority Perspectives: Race, Ethnicity, and Gender*  
Transcript Abbreviation Soc Justice Issues  
[Previous Value](#) *Minority Perspect*  
Course Description Examines the history of social oppression directed at certain minority populations in the United States and its impact on their current opportunities and lived experiences. The primary purpose is to analyze how racism, sexism, heterosexism and institutionalized discrimination based on ethnicity affect the social welfare and well-being of those living in the United States.  
[Previous Value](#) *Examination of the structure of human societies, cultures, and institutions from the perspective of oppressed minority populations.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week  
[Previous Value](#) *14 Week, 12 Week, 8 Week, 7 Week, 6 Week*  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 300.
Electronically Enforced	Yes
<i>Previous Value</i>	<b>No</b>

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	44.0701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Identify how cultural bias, racism, sexism, and heterosexism operate in the development of inequitable social policies that allocate social resources and create or enhance privilege and power.
- Describe the basis and extent of bias and social prejudice in American society.
- Acquire knowledge about the experiences of minority populations and challenge long-held misconceptions and stereotypes.
- Describe a variety of strategies that can be employed to become a social justice ally and accomplice to create change.
- Identify strategies to gain practical experience in social justice advocacy.
- Cultivate self-care techniques to prevent burn-out while working on social justice issues.

**Previous Value**

- *Acquire factual historical knowledge about African-Americans, Appalachians, and women as specific illustrations of disadvantaged populations and to dispel long-held misconceptions, misplaced emphases, myths, and stereotypes about them.*
- *Understand the basis and extent of bias and social prejudice in American society and in the international community, including the extent of total ideologies such as racism and sexism.*
- *Develop an appreciation and personal sensitivity to the unique life-styles, customs, value systems, and aspirations of minority populations.*
- *Understand how cultural bias, racism, and sexism operate on the development of inequitable social policies which allocate social resources.*
- *Identify those factors that explain the disparities that exist between the functions of the social welfare system, social service delivery systems, and the needs of minority groups.*
- *Be knowledgeable about a variety of interventive approaches that have been employed to dismantle racial policies, cultural obstacles, and gender barriers to insure that all citizens receive the same opportunities and treatment under the law.*
- *Gain knowledge of selected concepts, generalizations, and values necessary to develop social action skills and to influence system change and public policy.*

**Content Topic List**

- Course Introduction
- The Social Construction of Reality
- Oppression, Its Foundation and Manifestations
- Social Justice Issues: Education and Health Care
- Social Justice Issues: Employment and Income
- Social Justice Issues: Housing and Wealth Accumulation
- Social Justice Issues: Immigration
- Social Justice Issues: Criminal Justice and Voting Rights
- Human Rights: Definitions, Threats and Efforts to Protect
- Social Justice for Women and Members of the LGBTQ Community
- Anti-Black Racism
- How to be an Anti-Racist
- Taking Action to Promote Justice
- Where Do We Go From Here

**Previous Value**

- [What Is a Minority Group?](#)
  - [Sociological Frameworks for Understanding Minority Groups](#)
  - [Scientific Racism; Sociobiology and Biological Determinism](#)
  - [Racism, Sexism, Prejudice, and Discrimination \(Individual and Institutional\)](#)
  - [Historical and Comparative Views of Minority Relations](#)
  - [Macro-Sociological Perspectives](#)
  - [European Americans; Northern and Western Europeans](#)
  - [Southern, Central, and Eastern Europeans](#)
  - [Changing Patterns of Majority-Minority Relations in U. S.](#)
  - [Latinos; Religious Minorities](#)
  - [Cross-Cultural Studies of Majority-Minority Relations](#)
  - [African Americans; Asians](#)
  - [Status of Majority and Minority Groups; Laws to Assist Minorities; Affirmative Action](#)
  - [Native Americans; Gays and People with Disabilities](#)
  - [Education and American Minority Groups; Women, Muslims & Arab Americans](#)
- No

**Sought Concurrence**

**Attachments**

- 1140 Social Justice Race, Gender and Sexuality Syllabus\_FTF.docx: Syllabus, future  
*(Syllabus. Owner: Cole,Mary Cathleen)*
- 1140 SP21 CurrentSyllabus.docx: Syllabus, current  
*(Syllabus. Owner: Cole,Mary Cathleen)*

**Comments**

- - Please remember that all campuses will need to be able to offer all new GE courses per OAA/new GE implementation report. Please check off Wooster.
- The new GE will not start prior to AU22 so the effective term on the form should be AU22 (not SP22).
- For course changes, the current syllabus should be uploaded (for comparative purposes).
- The panel will not need to see the DL syllabus. I would recommend you remove it to prevent confusion. (The DL status of the course will not be revisited.) *(by Vankeerbergen,Bernadette Chantal on 04/25/2021 09:50 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole,Mary Cathleen	04/16/2021 04:25 PM	Submitted for Approval
Approved	Babcock,Jennie R	04/16/2021 04:27 PM	Unit Approval
Approved	Denby,Ramona Woods	04/21/2021 05:08 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/25/2021 09:50 AM	ASCCAO Approval
Submitted	Cole,Mary Cathleen	04/27/2021 04:19 PM	Submitted for Approval
Approved	Babcock,Jennie R	04/27/2021 05:13 PM	Unit Approval
Approved	Denby,Ramona Woods	04/27/2021 05:16 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	04/27/2021 05:16 PM	ASCCAO Approval





**Social Work 1140**  
**Issues in Social Justice: Race, Gender and Sexuality**

*Semester/year*  
*Class meeting days/times:*  
*Location:*  
*Undergraduate | 3 credit hours*

Instructors:  
Email:  
Phone:

Office Hours:  
Office Location:

**Prerequisites:**

**COURSE DESCRIPTION**

Social Work 1140 is designed to examine the history of social oppression directed at certain minority populations in the United States and its impact on their current opportunities and lived experiences. The primary purpose is to analyze how racism, sexism, heterosexism and institutionalized discrimination based on ethnicity affect the social welfare and well-being of those living in the United States. The course presents laws enacted to rectify unjust conditions and examines laws that continue to exacerbate social inequities. Strategies to take action when witnessing discrimination and those that can be employed to combat injustice will be introduced.

**GENERAL EDUCATION COURSE OBJECTIVES**

This course satisfies the **Race, Gender and Ethnic Diversity** area of the General Education curriculum. The goals and expected learning outcomes are as follows:

**Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. Students are able to:**

- 1.1** Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2** Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3** Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

**Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. Students are able to:**

2.1 Demonstrate critical self- reflection and critique of their social positions and identities.

2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

## **SPECIFIC COURSE OBJECTIVES**

1. Identify how cultural bias, racism, sexism, and heterosexism operate in the development of inequitable social policies that allocate social resources and create or enhance privilege and power.
2. Describe the basis and extent of bias and social prejudice in American society
3. Acquire knowledge about the experiences of minority populations and challenge long-held misconceptions and stereotypes.
4. Describe a variety of strategies that can be employed to become a social justice ally and accomplice to create change.
5. Identify strategies to gain practical experience in social justice advocacy.
6. Cultivate self-care techniques to prevent burn-out while working on social justice issues.

## **REQUIRED TEXTS AND READINGS**

All course readings will be provided via the course Carmen site.

## **COURSE EVALUATION BY STUDENTS**

Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI). Feedback at any time in any form is always welcome.

## **STATEMENT ON ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **ATTENDANCE POLICY**

Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability to fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses can be found at: <http://csw.osu.edu/degrees-programs/important-deadlines/>.

### **COLLEGE INCOMPLETE POLICY**

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of "Incomplete" but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Students should note that when an "I" grade with an alternate grade of "E" is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the "I" must be completed before the end of the second week of the next semester.

### **DIVERSITY STATEMENT**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender



identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. The Office of Institutional Equity (OIE) at Ohio State respond to all bias-Motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **STUDENTS WITH DISABILITIES**

The University strives to make all learning experiences as accessible as possible. Textbooks, handouts and other materials are available in alternative format. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately. Please also register with Student Life Disability Services to establish a plan for reasonable accommodations. Once registered, arrange to meet with me to discuss your accommodations so we can implement them in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **MENTAL HEALTH SERVICES**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. Student Life's Counseling and Consultation Service (CCS) developed a partnership to provide direct access to mental health services within the College of Social Work with an embedded therapist. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the range of confidential services by contacting the College's embedded therapist, Vicki Fetterman, MSW, LISW, at [fetterman.17@osu.edu](mailto:fetterman.17@osu.edu) or go to <https://ccs.osu.edu/schedule-a-phone-screening/>. This will enable Vicki, or one of her colleagues, to contact you to discuss needs, and to schedule for sessions when needed. You can also reach out directly to the **Office of Student Life's Counseling and Consultation Service (CCS)**:

- Email: [ccs@osu.edu](mailto:ccs@osu.edu)
- Phone: 614-292-5766
- Visit [ccs.osu.edu](http://ccs.osu.edu)
- CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

**All students may access 24-hour emergency help through the following options:**

- **You can reach an on-call counselor at 614-292-5766.**

- 24/7 National Suicide Prevention Hotline: 1-800-273-TALK or <http://suicidepreventionlifeline.org>
- The Crisis Text Line at TALK to 741741

In addition, you can visit the websites for the [Student Wellness Center](#), [Wilce Student Health Center](#), and [Recreational Sports](#). For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting the [Collegiate Recovery Community](#). For students facing food insecurity, learn more about the free on-campus food pantry by visiting the [Buckeye Food Alliance](#). For students interested in speaking with a peer to learn more about campus resources, call the [Buckeye Peer Access Line](#). For students interested in meeting with a peer and setting holistic wellness goals, learn more about [Wellness Coaching](#).

Regional campus and online students may contact the College's embedded clinician, Vicki Fetterman, at [fetterman.17@osu.edu](mailto:fetterman.17@osu.edu), for referrals and resources in their area.

## **TRIGGER WARNING**

Some contents of this course may involve media that may be triggering to some students. If needed, please take care of yourself while watching/reading this material (leaving the class to take a break, debriefing with a friend, contacting a confidential Sexual Violence Advocate **614-267-7020**, or Counseling and Consultation Services at **614-292-5766** and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other.

## **METHOD OF INSTRUCTION**

This in-person course includes weekly readings and videos located within Carmen and in-person lecture, class discussions, and class activities. The instructors will provide weekly interaction/feedback via the course Carmen site; classroom lectures, discussions, and activities; and through Carmen facilitated feedback on the paper assignments. To get the most out of this class, you should:

1. Actively engage in the course materials and class discussion
2. Reflect, not only on *what* you think or feel, but *why* you think or feel as you do
3. Reflect on the thoughts, experiences, and emotions shared by others
4. Be committed to supporting a course community in which challenging issues can be explored together

## **COURSE EXPECTATIONS**

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through papers, quizzes, discussion posts, and the instructor's judgment of the quality of participation and contribution to class learning by each student.

## SPECIFIC COURSE REQUIREMENTS AND ASSIGNMENTS

Course Component	Brief Description	% of Final Grade	Week Due
Weekly Class Discussions	At the end of each class, students will complete and submit a written reflection to a prompt provided by the instructor @ 4 points per reflection	20%	Weekly
4 Quizzes	<p>Each of the quizzes will contain 20 multiple choice questions that cover assigned content readings, videos and class lectures. These quizzes are to be completed individually with no collaboration.</p> <ul style="list-style-type: none"> <li>• Quiz 1 – covers weeks 1, 2, 3 &amp; 4 (10% of quiz total) – Due End of Week 4</li> <li>• Quiz 2 – covers weeks 5, 6 &amp; 7 (10% of quiz total) – Due End of Week 7</li> <li>• Quiz 3 – covers weeks 8, 9 &amp; 10 (10% of quiz total) –Due End of Week 10</li> <li>• Quiz 4 – covers weeks 11, 12 &amp; 13 (10% of quiz total) – Due End of Week 13</li> </ul>	40%	Week 4 Week 7 Week 10 Week 13
Locating Yourself	By acknowledging our own intersectionality, we will be less likely to fall into the practice of placing others into stereotypical “boxes.” Students will choose from a provided list of questions and compose a 2-page response.	10%	Week 3
Social Justice Challenge Check-In	Submit 15 of your 30-day Social Justice Challenge actions on the provided template and 2 of the one-page written reflections.	10%	Week 8
30 Day Social Justice Challenge	During the course of the semester, students will complete and reflect on 30 actions to further their understanding of power, privilege, supremacy, oppression and equity.	20%	Week 14

\*All Due dates are Eastern Standard Time Zone

## GRADING CRITERIA AND WEIGHTINGS

### Standard Grading Scale

A	93–100	B+	87–89.9	C	73–76.9	D+	67–69.9	E<	60
A-	90–92.9	B	83–86.9	C+	77–79.9	D	60–66.9		
		B-	80–82.9	C-	70–72.9				

## COURSE CONTENT AND OUTLINE

### Week 1 – Course Introduction

#### Objectives:

- Learn about the course
- Begin to cultivate our online community
- Get to know Carmen and the layout/format of our learning environment
- Describe the constructs that will serve as unifying themes of this course: social justice; identity; cultural humility; and lived experiences
- Describe the connection between social work and social justice

#### Readings:

- NASW Code of Ethics – Preamble and Ethical Principles ONLY
- Baldwin, J. (1962, 1963, 1990, 1991). My dungeon shook: Letter to my nephew on the one hundredth anniversary of the emancipation. In Baldwin, J. *The Fire Next Time*. Vintage
- McIntosh, P. (2020). White privilege: Unpacking the invisible knapsack. In *On privilege, fraudulence, and teaching as learning. Selected essays 1981-2019*. Routledge. Reprinted from McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. *Peace & Freedom*, 10-12.
- Carbado, D.W. (2018). Privilege. In Adams, M. et al. (Eds.), *Readings for diversity and social justice (4<sup>th</sup> ed., pp 367-372)*. Routledge.

### Week 2 - The Social Construction of Reality

#### Objectives:

- Describe the social construction of differences regarding race, ethnicity and gender in the United States
- Analyze how privilege and power play a role in one's lived experiences
- Evaluate ways of knowing and the role media plays in our worldview and understanding of events
- Identify the different impacts of bias at the individual, interpersonal and societal levels

#### Readings:

- Rubin, A. & Babbie, E. (2016). *Research Methods for Social Work (9e)*. Cengage Learning. pp. 3-15
- Hodson, G. (2016, December 5). *Race as a Social Construction*. Psychology Today. <https://www.psychologytoday.com/us/blog/without-prejudice/201612/race-social-construction>
- Johnson, A.G. (2013). *Aren't Systems Just People?* <http://www.agjohnson.us/glad/arent-systems-just-people/>

### **Week 3 – Oppression, Its Foundation and Manifestations**

#### *Objectives:*

- Define prejudice, discrimination, white supremacy and oppression
- Identify and describe factors associated with the development of prejudice
- Describe the types of discrimination that can occur
- Define intersectionality and describe its consequences for privilege and oppression
- Describe how minority groups have developed their separate identities in the U.S. compared to identities imposed on them by the dominant group

#### *Readings:*

- Parrillo, V. (2018). Prejudice. pp. 50-58.
- Johnson, A.G. (2018). The social construction of difference. In Adams, M. et al. (Eds.), *Readings for diversity and social justice (4<sup>th</sup> ed., pp 16-21)*. Routledge.
- Cole, N.L. (2019). Definition of intersectionality. Retrieved from <https://www.thoughtco.com/intersectionality-definition-3026353>
- Declaration of Sentiments. Retrieved from <https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>
- LGBTQ rights milestones fast facts. Retrieved from <https://www.cnn.com/2015/06/19/us/lgbt-rights-milestones-fast-facts/index.html>

### **Week 4 – Social Justice Issues: Education and Health Care**

#### *Objectives:*

- Describe current structural issues related to health care and education for minority groups
- Analyze the disparities that exist in health and educational outcomes in minority groups
- Identify the association between health and lived experiences
- Examine the history of state sponsored exclusion and discrimination that led to modern day disparities in health and education

#### *Readings:*

#### Health Care:

- Braveman, P., Arkin, E., Orleans, T., Proctor, D. & Plough, A. (2017). What is health equity? And what difference does it make? Robert Wood Johnson Foundation: Executive Summary.
- Artiga, S. & Orgera, K. (2019). Key facts on health and health care by race and ethnicity. *Kaiser Family Foundation*.
- Health Policy Institute of Ohio. (2020). Connections between racism and health. Taking action to eliminate racism and advance equity.
- KFF. (2020). Health Coverage of Immigrants. Retrieved from <https://www.kff.org/racial-equity-and-health-policy/fact-sheet/health-coverage-of-immigrants/>
- Castrucci, B & Auerbach, J. (2019). Meeting individual needs falls short of addressing social determinants of health. *Health Affairs*. Retrieved from <https://www.healthaffairs.org/doi/10.1377/hblog20190115.234942/full/>

#### Education:

- United States Courts (nd). History – Brown v. Board of Education Re-enactment. Retrieved from <https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment>
- Darling-Hammond, L. (2019). America’s school funding struggle: How we’re robbing our future by under-investing in our children. *Forbes*. Retrieved from <https://www.forbes.com/sites/lindadarlinghammond/2019/08/05/americas-school-funding-struggle-how-were-robbing-our-future-by-under-investing-in-our-children/#1a329f4c5eaf>
- Health Policy Institute of Ohio. (2017). Connections between education and health.
- The Harvard Gazette. (2018). The costs of inequality: Education’s the one key that rules them all. Retrieved from <https://news.harvard.edu/gazette/story/2016/02/the-costs-of-inequality-educations-the-one-key-that-rules-them-all/>
- PFLAG National (2019). Cultivating respect: Safe schools for all.

## **Week 5 - Social Justice Issues: Employment and Income**

### *Objectives:*

- Describe current structural issues related to employment and earned income for minority groups
- Evaluate the disparities that exist in relation to employment opportunities and earned income for minority groups
- Describe the consequences of these disparities on life chances
- Analyze the history of state sponsored exclusion and discrimination that led to modern day disparities in employment and earned income

### *Readings:*

- *Facts: Economic Inequality across Gender Diversity*. (2020) Inequality.org. <https://inequality.org/facts/gender-inequality/>
- *Facts: Racial Economic Inequality*. (2020) Inequality.org <https://inequality.org/facts/racial-inequality/#racial-income-inequality>
- Kirsch, R. (2020, September 23). Economic inequality cost the average working person \$42,000 annually. *The Hill*. <https://thehill.com/opinion/finance/517772-economic-inequality-costs-the-average-working-person-42000-annually>
- de Vogue, A. and Cole, D. (2020, June 15). Supreme Court says federal law protects LGBTQ workers from discrimination. <https://www.cnn.com/2020/06/15/politics/supreme-court-lgbtq-employment-case/index.html>
- Hanauer, N. and Rolf, D. M. (2020, September 14). The Top 1% of Americans Have Taken \$50 Trillion From the Bottom 90%—And That’s Made the U.S. Less Secure. *Time*. <https://time.com/5888024/50-trillion-income-inequality-america/>

## **Week 6 – Social Justice Issues: Housing and Wealth Accumulation**

### *Objectives:*

- Describe current structural issues related to housing and wealth accumulation for minority groups
- Evaluate the disparities that exist in relation to housing and wealth accumulation and the consequences of these disparities on life chances
- Analyze the history of state sponsored exclusion and discrimination that led to modern day disparities in housing and wealth accumulation

### Readings:

- Rothstein, R. (2017). *The Color of Law*. Liveright Publishing Corporation. pp. 177-213 & 233-236
- Coates, T. (2014, June). *The Case for Reparations*. The Atlantic. <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Kamin, D. (2020, August 25). Black Homeowners Face Discrimination in Appraisals. *The New York Times*, <https://www.nytimes.com/2020/08/25/realestate/blacks-minorities-appraisals-discrimination.html>
- *LGBTQ Equity And Housing Fact Sheet* <https://www.opportunityhome.org/resources/lgbtq-rights-and-housing-fact-sheet/>

## **Week 7 – Social Justice Issues: Immigration**

### Objectives:

- Describe the history of immigration for different groups
- Identify the association between immigration policies and lived experiences for minority groups
- Analyze the history of state sponsored exclusion and discrimination that led to modern day disparities
- Evaluate current policies on immigration and the impacts on immigrants' lives
- Learn about the contributions of immigrants to the United States

### Readings:

- Batalova, J., Blizzard, B., Bolter, J., (2020 February 14). *Frequently Requested Statistics on Immigration in the United States*. Migration Policy Institute. <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>
- Batalova, J. (2020, March 4) *Immigrant Women and Girls in the United States*. Migration Policy Institute. <https://www.migrationpolicy.org/article/immigrant-women-and-girls-united-states-2018>
- Robes, E. (2015, November 11). *The Slave Who Raised Me Was My Mother*. Medium <https://medium.com/the-establishment/no-really-what-are-you-anyway-25e7ac871c81>
- Shaull, L. (2018, June 18). *Weaponized Stories and Migrant Vulnerability – How Criminalization and Stereotypes are Used to Attack Immigrant Communities of Color*. Medium <https://medium.com/@SolidarityWOC/weaponized-stories-and-migrant-vulnerability-how-criminalization-and-stereotypes-are-used-to-67f77b0236a2>
- Wong-Shing, K. (2019, October 16), *Here's What It's Like to Be An LGBTQ Immigrant & How You Can Help*. GoMag <http://gomag.com/article/how-the-u-s-is-failing-lgbtq-immigrants/>

## **Week 8 – Social Justice Issues: Criminal Justice and Voting Rights**

### Objectives:

- Identify current structural issues related to the criminal justice system and voting rights for minority groups
- Evaluate the discrepancies that exist in relation to the criminal justice system and voting rights
- Describe the consequences of these discrepancies on lived experiences and life chances
- Analyze the history of state sponsored exclusion and discrimination that led to modern day disparities in the criminal justice system and voting rights

## Readings:

### Criminal Justice

- Desilver, D., Lipka, M. & Fahmy, D. 10 things we know about race and policing in the U.S. Retrieved from <https://www.pewresearch.org/fact-tank/2020/06/03/10-things-we-know-about-race-and-policing-in-the-u-s/>
- The Sentencing Project. (2019). Incarcerated Woman and Girls.
- Valcore, J. (2019). A Brief Overview of LGBTQ Issues in the U.S. Criminal Justice System. New Leaders Council Houston.

### Voting Rights

- Carnegie Corp. (2019). Voting rights: A short history. Retrieved from <https://www.carnegie.org/topics/topic-articles/voting-rights/voting-rights-timeline/>
- The Sentencing Project. (2019). Felony Disenfranchisement: A Primer.
- Prollamante, L. (2020). Trans people are facing barriers at the polls. Here's what you can do to overcome them. glad.

## **Week 9 – Human Rights: Definitions, Threats and Efforts to Protect**

### Objectives:

- Describe the meaning of human rights and international definitions
- Identify key elements in the history of civil and immigration rights
- Identify the role of the government in upholding and suppressing the rights of minority groups in the U.S.
- Analyze the different strategies used to obtain civil and immigration rights
- Define hate crimes
- Present current hate crime legislation in the U.S.

### Readings:

- United Nations. (nd). Human Rights. Retrieved from <https://www.un.org/en/sections/issues-depth/human-rights/>
- United Nations. (nd). Universal Declaration of Human Rights
- Hasson III, R.G., Crea, T.M., McRoy, R.G. & L, A.H. (2019). Patchwork of promises: A critical analysis of immigration policies for unaccompanied undocumented children in the United States. *Child & Family Social Work, 24*, 275-282.
- World Economic Forum. (2018). Forgotten twice: the untold story of LGBT refugees. Retrieved from <https://www.weforum.org/agenda/2018/01/forgotten-twice-lgbt-refugees/>
- American Immigration Council. (2019). The Dream Act, DACA, and other policies designed to protect Dreamers.
- Sherman, A., Trisi, D., Stone, C., Gonzales, S. & Parrott, S. (2019). Immigrants Contribute Greatly to U.S. Economy, Despite Administration's "Public Charge" Rule Rationale. Center on Budget and Policy Priorities.
- The United States Dept. of Justice. (nd). Learn about hate crimes. Retrieved from <https://www.justice.gov/hatecrimes/learn-about-hate-crimes>



## **Week 10 – Social Justice for Women and Members of the LGBTQ Community**

### *Objectives:*

- Describe the meaning of equal rights for women and members of the LGBTQ community in the United States
- Identify the role of the government in upholding and suppressing the rights of women and members of the LGBTQ community in the U.S.

### *Readings:*

- Office on Violence Against Women. (2016). Twenty years of the Violence Against Women Act: Dispatches from the field. U.S. Department of Justice.
- Katz, J. (2018). Violence against women is a men’s issue. In Adams, M. et al. *Readings for Diversity and Social Justice*. Routledge.
- glad. (2020). Covering 2020: The Issues.
- Mallory, C., Vasquez, L.A. & Meredith, C. (2020). Legal protections for LGBT people after *Bostock v. Clayton County*. UCLA School of Law Williams Institute.
- Green, J. (2018). Look! No, Don’t! The invisibility dilemma for transsexual men. In Adams, M. et al. *Readings for Diversity and Social Justice*. Routledge.
- Human Rights Campaign. (2019). HRC releases annual report on epidemic of anti-transgender violence. Retrieved from <https://www.hrc.org/news/hrc-releases-annual-report-on-epidemic-of-anti-transgender-violence-2019>

## **Week 11 – Anti-Black Racism**

### *Objectives:*

- Define and understand anti-Black racism in the U.S.
- Identify the unique challenges and lived experiences of African Americans in the U.S.

### *Readings:*

- Reynolds, J and Kendi, I.X. (2020), *Stamped: Racism, Antiracism, and You*. Hachette Book Group, Inc. pp. 169-200 & 236-248
- Ross, K. M. (2020, June 20) *Call It What It Is: Anti-Blackness*. New York Times. <https://www.nytimes.com/2020/06/04/opinion/george-floyd-anti-blackness.html>
- Kendi, I. X. (2020, May 12). *Who gets to be afraid in America?* The Atlantic. <https://www.theatlantic.com/ideas/archive/2020/05/ahmaud-arbery/611539/>
- Abdulhaqq, H. (2019, October 9). *Racial profiling and the loss of black boyhood*. yes! <https://www.yesmagazine.org/social-justice/2019/10/09/racism-racial-profiling-black-boys/>
- Kendi, I. X., (2020, June 1). *The American Nightmare: To Be Black and conscious of anti-black racism is to stare into the mirror of your own extinction*. The Atlantic. <https://www.theatlantic.com/ideas/archive/2020/06/american-nightmare/612457/>
- Kendi, I. X. (2019, October 24). *The greatest White privilege is life itself*. The Atlantic. <https://www.theatlantic.com/ideas/archive/2019/10/too-short-lives-black-men/600628/>

## **Week 12 – How to be an Anti-Racist**

### *Objectives:*

- Define and understand the term anti-racist
- Describe the difference between social justice ally and accomplice
- Identify different approaches employed by social justice allies and accomplices to create change

### *Readings:*

- *Being Antiracist* <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>
- *Guide to Allyship* <https://guidetoallyship.com/>
- Gay, R. (2016, July 11). *On Making Black Lives Matter. Extreme violence has clarified one thing: Allies aren't enough anymore.* Marie Claire. <https://www.marieclaire.com/culture/a21423/roxane-gay-philando-castile-alton-sterling/>
- *Accomplices Not Allies: An Indigenous Perspective and Provocation* (2014, May 2) Indigenous Action. <http://www.indigenouaction.org/wp-content/uploads/Accomplices-Not-Allies-print.pdf>
- Kim, M. (2019, Nov 10). *Allyship (& Accomplice): The What, Why and How.* The Medium. <https://medium.com/awaken-blog/allyship-vs-accomplice-the-what-why-and-how-f3da767d48cc>
- Hung, P. (2020, July 21). *What I've Learned About Showing Up for My Black Co-Director.* Move to End Violence. <https://movetoendviolence.org/blog/what-ive-learned-about-showing-up-for-my-black-co-director/>

## **Week 13 – Taking Action to Promote Justice**

### *Objectives:*

- Define and describe “bystander intervention”
- Describe individual techniques that can be used to address discrimination when encountered
- Identify different strategies employed to “use privilege for good”

### *Readings:*

- Oluo, I. (2019). *Confronting racism is not about the needs and feelings of white people.* The Guardian. Retrieved from <https://www.theguardian.com/commentisfree/2019/mar/28/confronting-racism-is-not-about-the-needs-and-feelings-of-white-people>
- Singh, A.A. (2019). *What does it mean to be anti-racist?* New Harbinger Publications, Inc.
- Evans, N.J. & Washington, J. (2018). *Becoming an Ally in Adams, M. et al. Readings for Diversity and Social Justice.* Routledge.
- Nailah, A. & DiAngelo, R. (2013). *Silence Breakers for Whites in Cross-racial Discussions.*
- Mypronouns.org (nd). *What and Why.* Retrieved from <https://www.mypronouns.org/what-and-why>
- Mypronouns.org (nd). *How* Retrieved from <https://www.mypronouns.org/how>
- West, C. (2018). *Courage.* in Adams, M. et al. *Readings for Diversity and Social Justice.* Routledge.

## **Week 14 – Where Do We Go From Here**

### *Objectives:*

- Analyze strategies on the individual, organizational, community and national level that can be employed to build a more socially just, equitable society
- Define and understand racial battle fatigue
- Identify strategies for self-care and preventing burn-out while engaging in social justice work

### Readings:

- Lumen Learning. (nd). Types and Stages of Social Movements. <https://courses.lumenlearning.com/wm-introductiontosociology/chapter/types-and-stages-of-social-movements/>
- Dreier, P. (2020). The Decade in 11 Movements. <https://prospect.org/civil-rights/the-decade-in-11-movements/>
- Buchanan, L., Bui, Q., & Patel, J.K. (2020). Black Lives Matter May Be the Largest Movement in U.S. History. <https://www.nytimes.com/interactive/2020/07/03/us/george-floyd-protests-crowd-size.html>
- *13 Approaches I'm Using to Talk to My White Family About Anti-Blackness and White Supremacy* (2020, June 24). Self. <https://www.self.com/story/talking-to-white-family-anti-blackness>
- Silva, C. (2020, August 10). *Black Activist Burnout: You can't do this if you're running on empty*. NPR <https://www.npr.org/2020/08/10/896695759/black-activist-burnout-you-can-t-do-this-work-if-you-re-running-on-empty>
- Threads of Solidarity. (2017, July 26). *Filling our Cups: 4 Ways People of Color can Foster Mental Health and Practice Restorative Healing*. Medium. <https://medium.com/@SolidarityWOC/filling-our-cups-4-ways-people-of-color-can-foster-mental-health-and-practice-restorative-healing-64e5e7584127>

## **ASSIGNMENTS**

### **Locating Yourself Reflection-**

“One of the primary functions of oppression is to disconnect us from ourselves, from each other and from our stories. Where there is disconnection, domination, control and violence can easily take root. The practice of Locating Oneself is a form of cultural resistance and is an essential component of our liberation journey. While our multiple identities and social locations can shift at any given moment, it is helpful to explore how our stories intersect and how they are reflected in our approach to movement building.” – *Monica Dennis*

This practice:

- centers us as the authors of our narratives
- allows for multiple truths to exist
- acknowledges our intersecting identities and experiences
- provides space for us to examine the impacts of oppression
- roots our experiences in a historical context
- creates opportunities for connection

-Choose from the questions below and write a 2-page response. You may address as many of the questions as you wish, but you must address at least 3.

Who are you? • Who are your people? • How do you define yourself? • How are you seen by others? • Which of your stories are hyper-visible? Which are less visible? • Where and how does your story intersect with racism? With other forms of oppression? • What has become clearer? • What remains unanswered? • What stories do you wish to explore?

The goal of this activity is to acknowledge that we are all complex individuals who occupy many identities- some seen and some unseen. By acknowledging our own intersectionality, we will be less likely to fall into the practice of placing others into stereotypical “boxes.” If you need some ideas on how to start your reflection check out the videos below-

#RaceAnd Disability, Gender and Class: Kay Ulanday Barrett

<https://youtu.be/CSHcKFn7zZw>

#RaceAnd Immigration Status and Sexuality: Sonia Guiñansaca

<https://www.youtube.com/watch?v=p4cc4LkJFjg>

#RaceAnd Gender and Sexuality: Arielle Newton

[https://youtu.be/mGJ\\_td3ZUIU](https://youtu.be/mGJ_td3ZUIU)

(Assignment modified from Racial Equity & Liberation coursework designed by Monica Dennis and Rachel Ibrahim.

<https://movetoendviolence.org/>)

### Locating Yourself Reflection Rubric

Criteria	Full Marks (5)	Partial Marks (1-4)	No Marks (0)	Points
Writing Quality 30%	Student uses proper structure and organization; paragraph and sentence structure; writing style is concise, clear, grammatically correct, and consistent	Writing is clear and concise, but some grammatical errors	Frequent grammatical errors, spelling errors, and/or writing not clear and concise. Errors significantly distract from content.	
Content 40%	Student answers at least 3 questions and provides a meaningful personal reflection in two full pages; reflection addresses questions with sufficient depth and thoughtfulness	Student answers 2 or less questions and/or reflection does not seem to be meaningful or personal and/or paper was less than 2 full pages; reflection addresses the question at a superficial level with little depth or thoughtfulness	Student does not answer questions or provide a personal reflection	
Course Connection 30%	Student demonstrates clear understanding of intersectionality and critical thinking with connections to materials in the course, previous experiences, and/or existing knowledge	Student demonstrates basic understanding of intersectionality and critical thinking, with little to no connections to material in the course previous experience, and/or existing knowledge	Student does not demonstrate an understanding of intersectionality and critical thinking.	
Total				

## **30 Day Social Justice Challenge**

During the course of the semester students will complete 30 actions to further their understanding of power, privilege, supremacy, oppression and equity. Actions will be divided into 5 categories- Read, Watch/Listen, Connect, Engage and Act- and should involve an equal mix of activities surrounding issues on racial justice, LGBTQ rights, cultural identity, and gender equality. You should not have all of your actions focus on one issue (e.g. racial justice) but must distribute them among all of the issues.

The actions in the Read and Watch/Listen categories may come from course materials. The actions associated with Connect, Engage and Act must be completed outside of the classroom. Working in groups is allowed. However, each student must write their reflections independently.

1. Record each action on the template provided by checking which category the action falls under and writing a brief description of the action (max 4-5 sentences).
2. Choose one action from each category and write a one-page reflection that includes:
  - 1). A brief summary of the action
  - 2). What you learned about the lived experiences of the group that is the focus of the activity
  - 3). How it was impactful to you
  - 4). How it might affect your thinking or future behavior
3. Write a final two-page reflection that discusses your journey with the course content throughout the semester. Examples of areas that can be addressed include: something you were surprised to learn; how you will use/apply the knowledge gained in this course going forward; how you have changed from the beginning of the course.

## **Social Justice Challenge Check-In**

Submit 15 of your actions on the provided template and 2 of the one-page written reflections during Week 8 for the Social Justice Challenge Check-In.

## **30- Day Social Justice Challenge Rubric**

<b>Criteria</b>	<b>Full Marks</b>	<b>Partial Marks</b>	<b>No Marks</b>	<b>Points</b>
<b>Writing Quality</b> 20%	Student uses proper structure and organization; paragraph and sentence structure; Writing style is concise, clear, grammatically correct, and consistent	Writing is clear and concise, but some grammatical errors	Frequent grammatical errors, spelling errors, and/or writing not clear and concise. Errors significantly distract from content.	
<b>Actions</b> 35%	1. Student completes all 15 actions <u>and</u> 2. Students completes at least 1 action in all 5 categories <u>and</u> 3. Student completes actions related to all 4 assigned issues: racial justice, LGBTQ rights, cultural identity and gender equality	1. Student completes 1-14 actions <u>or</u> 2. Student completes actions in <5 categories <u>or</u> 3. Student completes actions related to <4 assigned issues	1. Student does not complete any actions	
<b>Template Completion</b> 15%	1. Student fully completes templates for all 15 actions	1. Student completes templates for 1-14 actions	1. Student does not complete any templates	
<b>Action Reflection Content</b> 15%	1. Student fully completes one-page reflections that address all 4 of the assigned prompts for 2 of the 15 submitted actions	1. Student completes one-page reflection that addresses all 4 of assigned prompts for 1 of the 15 submitted actions <u>or</u> 2. Student completes one-page reflections for 2 of the 15 submitted actions but does not address all 4 of the assigned prompts each	1. Student does not complete any one-page reflections	

<b>Course Journey Reflection Content</b> 15%	1. Student completes a 2-page reflection that addresses their journey with course content throughout the semester with integration of some of the provided prompts	1. Student completes a reflection that is <2 pages <u>or</u> a reflection that does not integrate any of the provided prompts	1. Student does not complete a 2-page reflection that addresses their journey with course content throughout the semester with integration of some of the provided prompts	
Total				





**SOCIAL WORK 1140: Minority Perspectives: Race, Ethnicity and Gender**

**Level of Instruction/Credit Hours:** Undergraduate/3 credits

**Instructor:** Raven Lynch

**Email:** Lynch.389@osu.edu

**Office Hours:** By appointment

Course & Office Hours Zoom ID: 2020114000

Password: 469908

**Class day/time:** Mon/Wed 8-9:20am

**Class location:** Online/Stillman Hall 245

**Term:** SP2021

### Hybrid Course Instructor/Student Interaction

This course is designed to facilitate substantive discourse, engagement, and interaction between the instructor and students. **Please note, the university is requiring the first three weeks of the semester to be online.** For other weeks of this course, the instructor will provide weekly interaction/feedback via Carmen facilitated discussions/assignments, announcements, and virtual office hours. Instructor-student interaction occurs at a minimum, weekly and is designed to be initiated by either.

### Safety Statement

*All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.*

During this extraordinary time, we all play a vital role in taking care of each other and keeping our community safe. Below are measures that have been put into place to help keep our campus safe and healthy.

1. **Daily health check:** All students are required to report body temperature and health status each day they intend to be on Ohio State's campuses in the autumn semester. Please remember to follow the Health Reporting Process before you come to campus:
  - Take your temperature
  - Log in to the health reporting tool via <https://compass.edu.osu/> or the Ohio State app.
  - In the COVID-19 health reporting section, record your temperature and answer other health reporting questions.
  - Receive your daily health passport. This passport is good for entry to all open buildings during the day it was submitted.
    - RED = Stay home
    - GREEN = Clear to come to campus
  - **If you have been exposed or are experiencing symptoms, STAY HOME.** Contact your doctor's office or Ohio State Telehealth Immediate Care at 614-293-3200 for further information. <https://wexnermedical.osu.edu/features/coronavirus/patient-care/symptoms-and-prevention>
2. **Face masks:** Face masks must be worn in indoor settings. Masks must be put on before entering enclosed or indoor spaces including classrooms, common areas, conference rooms, shared office

spaces, and hallways. Masks must also be worn in outdoor spaces where individuals gather and cannot maintain physical distancing of at least six feet between each person.

3. **Physical Distancing:** Everyone should maintain a distance of at least six feet from others in any public space — indoor or outdoor — wherever possible. Physical distancing measures in classrooms are part of our commitment to safety. Furniture in classrooms will be marked, arranged or removed to support safety practices of providing 30 square feet per student and 6 feet of distance between. Assigned seating is required to assist with any needed contact tracing efforts.
4. Students will be referred to the Office of Student Life Student Conduct (<https://studentconduct.osu.edu/complaint>) for disciplinary action where the student's behavior endangers the health and safety of campus communities and/or fails to comply with the directives in the Safe Campus Requirements outlined on the Safe and Healthy Buckeyes website (<https://safeandhealthy.osu.edu/>).

### **Course Description**

Social Work 1140 is designed to examine personal, socioeconomic, political, and historical aspects of social oppression directed at certain minority populations. The major purpose is to look at how the issues of race, gender, class, and ethnicity affect the social welfare and well-being of those living in the United States. The course incorporates knowledge about specific perspectives to illustrate dynamics that have applicability to other disadvantaged populations, and examines social action strategies that have been effective in correcting injustices suffered by various groups in the past. The need for citizen vigilance and action on behalf of disadvantaged citizens is also emphasized.

Social Work 1140 satisfies the *Social Diversity in the United States* area of the General Education (GE) curriculum. The goal of courses in this category is to foster understanding of the pluralistic nature of institutions, society, and culture in the U.S. in order to help students become educated, productive, and principled citizens.

#### **Expected GE Learning Outcomes:**

1. Describe and evaluate the roles of such categories of race, gender, sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the U.S.
2. Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

#### **Specific Course Objectives:**

1. Acquire factual historical knowledge about disadvantaged populations and dispel long-held misconceptions, misplaced emphases, myths, and stereotypes.
2. Understand the basis and extent of bias and social prejudice in American society, including the extent of total ideologies such as racism and sexism.
3. Develop an appreciation and personal sensitivity to the unique lifestyles, customs, value systems, and aspirations of minority populations.
4. Understand how cultural bias, racism, and sexism operate on the development of

inequitable social policies that allocate social resources or create or enhance privilege and power.

5. Be knowledgeable about a variety of interventions that have been employed to dismantle racial policies, cultural obstacles, and gender barriers to ensure that all citizens receive the same opportunities and treatment under the law.

**Method of Course Evaluation by Students:** Throughout the course term students are encouraged to suggest changes and improvements in the course. This will include written critique and requests at various times for feedback on the content and instructional methods. Student evaluation of teaching (SEI) forms will be available online at the end of the semester.

**College Incomplete Policy:** "I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of "Incomplete" but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

**Students should note that when an "I" grade with an alternate grade of "E" is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the "I" must be completed before the end of the second week of the next semester.**

**Academic Misconduct Statement:** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any

questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## **DISABILITY SERVICES**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. **If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options.** To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Office of Institutional Equity (OIE) at Ohio State responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **MENTAL HEALTH**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. Student Life's Counseling and Consultation Service (CCS) developed a partnership to provide direct access to mental health services within the College of Social Work with an embedded therapist. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the range of confidential services by contacting the College's embedded therapist, Vicki Fetterman, MSW, LISW, at [fetterman.17@osu.edu](mailto:fetterman.17@osu.edu) or go to <https://ccs.osu.edu/schedule-a-phone-screening/>. This will enable Vicki, or one of her colleagues, to contact you to discuss needs, and to schedule for sessions when needed. You can also reach out directly to the **Office of Student Life's Counseling and Consultation Service (CCS):**

- Email: [ccs@osu.edu](mailto:ccs@osu.edu)
- Phone: 614-292-5766
- Visit [ccs.osu.edu](http://ccs.osu.edu)
- CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

**All students may access 24-hour emergency help through the following options:**

- **You can reach an on-call counselor at 614-292-5766.**
- 24/7 National Suicide Prevention Hotline: 1-800-273-TALK or <http://suicidepreventionlifeline.org>
- The Crisis Text Line at TALK to 741741

Regional campus and online students may contact the College's embedded clinician, Vicki Fetterman, at [fetterman.17@osu.edu](mailto:fetterman.17@osu.edu), for referrals and resources in their area.

**Trigger Warning language Sensitive Content Language**

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving the class to take a break, debriefing with a friend, contacting a confidential Sexual Violence Advocate **614-267-7020**, or Counseling and Consultation Services at **614-292-5766** and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other.

**Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)." Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

**Attendance Policy Statement**

Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses can be found at: <http://csw.osu.edu/degrees-programs/important-deadlines/>.

*During these unprecedented times, we realize attendance may be impacted. If you are unable to participate in a class session, please talk with and/or email the instructor to discuss your circumstances.*

**Course Participation:** Participation is worth 15% of the final grade. Students will have the opportunity to earn up to 15 points throughout the semester. To earn participation points, students must complete all assigned readings and participate actively in class discussions and group activities.

**If an emergency impacts your ability to participate in a live in-person or Zoom class session, please reach out to your instructor as soon as possible to discuss options to make up your absence.**

**Expectations of Students:** The methods of instruction for this course will include lecture/discussion, films, special projects, and interactive experiences. Learning is an active process. All assigned material (**including the syllabus**) should be read and all required assignments must be completed on time. Students should be prepared to discuss ideas and concepts and engage in a critical evaluation of all assigned readings. In addition, some lecture materials will not be from the assigned text. Likewise, not all the material in the text will be covered in lectures. Students are still expected to continue reading as outlined in the syllabus. **It is imperative that students respect each other and the instructor at all times.** Lectures, conversations, and class discussions may be difficult. Discussions must be expressed and received with civility, respect and intellectual curiosity.

**Expectations of Instructor:** The instructor commits to being present and prepared for each class session to provide an organized, meaningful course for students. The instructor will engage students and facilitate discussion that is inclusive, rather than exclusive, of diverse student ideas. All assignments will be graded fairly and expectations will be indicated before assignments are due. The instructor is expected to make necessary adjustments to assignments as appropriate. Finally, the instructor will be available for students to ask questions, explore concepts further, or express concerns as needed in-class and by appointment.

**Late Assignments:** Students are expected to complete assignments on time. Late papers will be accepted up to two (2) days after the assignment due date, with an automatic deduction of 10% of the assignment per day (maximum 20% deduction). **Please reach out to your instructor prior to the due date should circumstances impact your ability to submit assignments on time.**

**Grading Scale:** The following grading scale is used to determine final grades:

A	100 – 93	C	76.9 – 73
A-	92.9 – 90	C-	72.9 – 70
B+	89.9 – 87	D+	69.9 – 67
B	86.9 – 83	D	66.9 – 60
B-	82.9 – 80	E	59.9 – 0

### **Required Readings:**

**Text:** Parrillo, V.N. (2019) *Strangers to These Shores (12<sup>th</sup> Ed.)* Upper Saddle, NJ: Pearson Education

**Other readings:** Provided on Carmen

The textbook for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as *CarmenBooks fee* on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. **For more information on the program or information on how to opt out, [please visit the CarmenBooks website](#). You must express your interest to opt out of CarmenBooks before the end of the 100% refund period for your course term.** After that date, no refunds will be available.

## Course Technology Requirements

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:**[ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:**614-688-4357(HELP)
- **Email:**[servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:**614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

**\*Course Components (see following page) \***

**Course Components:**

Component	Brief Description	% of Final Grade	Due Date
<b>Participation</b>	See class participation and attendance policies.	15%	N/A
<b>4 Quizzes</b>	<p>The quizzes will be made up of multiple choice/short answer questions, and contain content from assigned readings and videos and class lectures and discussions.</p> <ul style="list-style-type: none"> <li>• Quiz 1 – covers weeks 1, 2, 3 &amp; 4 (10% of quiz total)</li> <li>• Quiz 2 – covers weeks 5, 6 &amp; 7 (10% of quiz total)</li> <li>• Quiz 3 – covers weeks 8, 9 &amp; 10 (10% of quiz total)</li> <li>• Quiz 4 – covers weeks 11, 12, 13 &amp; 14 (10% of quiz total)</li> </ul>	40%	<b>Week 4</b> <b>Week 7</b> <b>Week 10</b> <b>Week 14</b>
<b>News Source Comparison Assignment</b>	Students will select and write about one current news event related to diversity.	20%	<b>Week 3</b>
<b>Film Analysis Paper</b>	Students will view an approved movie or read the approved book and identify and discuss relevant course concepts.	25%	<b>Week 12</b>

\* Course Content (see following pages) \*



## *Course Content:*

### Week 1 (Online)

#### **Monday (January 11, 2021): Introduction**

- Review the Course Syllabus
- Class discussion rules and norms

#### **Wednesday (January 13, 2021): Core Concepts**

- Build knowledge of key concepts and theories
- Examine how you see the world

#### **Week 1 Readings:**

1. Rubin & Babbie, *Research Methods for Social Work* (4e), Chap 1, pp. 3-5 & 12 – 24 (on Carmen)
2. Cole, N. L., (Dec. 11, 2016). Intersectionality. Retrieved from: <https://www.thoughtco.com/intersectionality-definition-3026353>
3. Johnson, A. G. (2013) What is a System of Privilege? Retrieved from: <http://www.agjohnson.us/glad/what-is-a-system-of-privilege/>
4. Johnson, A.G. (2013). Aren't Systems Just People? Retrieved from: <http://www.agjohnson.us/glad/arent-systems-just-people/>
5. Harvey, N. (Jan. 24, 2017). What is Privilege? Retrieved from: [https://www.buzzfeed.com/nicolaharvey/what-isprivilege?utm\\_term=.elkRbA1QD#.ce1BpqmN8](https://www.buzzfeed.com/nicolaharvey/what-isprivilege?utm_term=.elkRbA1QD#.ce1BpqmN8)
6. Complete the survey: “*How privileged are you?*” : <https://www.buzzfeed.com/regajha/how-privileged-are-you?bfsource=bfocompareon>

### Week 2 (Online)

#### **Monday (January 18, 2021): \*\*\*NO CLASS, MLK DAY!\*\*\***

#### **Wednesday (January 20, 2021): Prejudice & Discrimination, Intergroup Relations**

- Define racism, sexism, prejudice, and discrimination (individual and institutional)
- Gain insight about the historical and comparative views of minority relations
- Understand macro-sociological perspectives

#### **Week 2 Readings:**

1. Read Parrillo Chapters 3 & 4
2. Complete three Implicit Association Tests of your choosing: <https://implicit.harvard.edu/implicit/takeatest.html>
3. Myers, V. (Nov. 2014). *How to overcome our biases?* Retrieved from: \_

[https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them)

### **Week 3 (Online)**

#### **Monday (January 25, 2021) The Study of Minorities**

- Define race and ethnicity
- Recognize the difference between a majority versus a minority group
- Define the theories of minority integration

#### **Wednesday (January 27, 2021) The Study of Minorities (Continued)**

- Identify common patterns of minority groups responses to discrimination
- Identify dominant-group responses to minorities

#### **Week 3 Readings (Before Monday):**

1. Read Parrillo, Chapter 1

### **Week 4**

#### **Monday (February 1, 2021) Culture and Subculture**

- Define culture, the elements of culture, and subculture
- Understand the difference between material and nonmaterial culture

#### **Wednesday (February 3, 2021) Social Stratification & Quiz Review**

- Define social stratification, social class, class traits, and social mobility
- Define the theoretical perspectives on social stratification
- Review weeks 1-4 for quiz

#### **Week 4 Readings:**

1. Read Parrillo, Chapter 2

#### **Week 4 Assignments:**

2. **Complete Quiz 1 in Carmen by 11:59pm, Saturday February 6, 2021**
3. **Submit: News Source Comparison Assignment to Carmen Dropbox by 11:59pm, Saturday February 6, 2021**

### **Week 5**

#### **Monday (February 8, 2021): African Americans**

- Explore the history of the enslavement of African Americans in the US
- Identify key factors regarding historical trauma

#### **Wednesday (February 10, 2021): African Americans (continued)**

- Identify key events in the history of African American civil rights
- Explain how the Courts, Congress, and the executive branch supported the civil rights movement

- Describe the role of grassroots efforts in the civil rights movement

### **Week 5 Readings:**

1. Read Parrillo, Chapter 10
2. Watch: Slavery by Another Name: <https://www.pbs.org/video/slavery-another-name-slavery-video/>

## **Week 6**

### **Monday (February 15, 2021): African Americans (continued)**

- Identify current barriers African Americans continue to deal with in US Society
- Poverty and Income Disparities
- Health Disparities
- Education and Housing Disparities
- State Violence Against Black People
- Mass Incarceration

### **Week 6 Monday Readings:**

1. Review Parrillo, Chapter 10
2. Watch: Coates, T. (Nov. 20, 2014). The Case for Reparations: <https://www.youtube.com/watch?v=FudYZTM4ens>

### **Wednesday (February 17, 2021): Latinx Americans – Guest speaker TBA**

- Develop an awareness of the sociohistorical context for studying Latinx Americans
- Examine and become familiar with immigration policy controversies

### **Week 6 Wednesday Readings:**

1. Read Parrillo, Chapter 11

## **Week 7**

### **Monday (February 22, 2021): Latinx Americans, continued**

- Develop an awareness of the sociohistorical context for studying Latinx Americans
- Examine and become familiar with immigration policy controversies

### **Week 7 Readings:**

1. Watch Trafficked in America: <https://www.pbs.org/wgbh/frontline/film/trafficked-in-america/>

### **Week 7 Assignments:**

Complete Quiz 2 by 11:59pm, Saturday February 27, 2021

### **Wednesday (February 24, 2021): \*\*\*NO CLASS, INSTRUCTIONAL BREAK\*\*\***

## **Week 8**

### **Monday (March 1, 2021): Women**

- Describe Women as a minority group

- Explore the history of women’s rights
- Identify the effect of sexism and misogyny on women’s wages.

### **Wednesday (March 3, 2021): Women (continued)**

- Identify the effects of sexism and misogyny on women in the labor force.
- Explore the intersectionality of the multidimensional effects of discrimination against women.
- Identify the effect of sexism and misogyny on reproductive rights
- Identify hate crimes against women.

#### **Week 8 Readings:**

1. Read Parrillo, Chapter 13 **for Monday**  
and

2. **Selected 2-3 pieces from** material listed below **for Wednesday:**

Source: Boundless. “Women as a Minority” & “The Origins of Patriarchy”

<https://courses.lumenlearning.com/boundless-sociology/chapter/women-as-a-minority/>

U.S. House of Representatives. History of the Women’s Rights Movement.

<https://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/>

Institute for Women’s Policy Research: The Path to Pay Equity. <https://iwpr.org/iwpr-general/the-path-to-pay-equity/>

UN Women: Equal pay for work of equal value. Retrieved from: <https://www.unwomen.org/en/news/in-focus/csw61/equal-pay>

Source: Boundless. “Gender Based Violence”. Retrieved from:

<https://courses.lumenlearning.com/boundless-sociology/chapter/gender-based-violence/>

Source: Boundless. “Sexual Harassment”. Retrieved from: <https://courses.lumenlearning.com/cochise-sociology-os/chapter/sexual-harassment/>

American Civil Liberties Union. Title IX-Gender Equity in Education. Retrieved from: <https://www.aclu.org/title-ix-gender-equity-education>

McBride, A., Supreme Court Landmark Cases: Griswold v. Connecticut 1965: In this case the U.S. Supreme Court ruled that married people had a right to use contraceptives. Prior to this case contraceptives had been banned. Retrieved from: [http://www.pbs.org/wnet/supremecourt/rights/landmark\\_griswold.html](http://www.pbs.org/wnet/supremecourt/rights/landmark_griswold.html)

McBride, A., Supreme Court Landmark Cases: Roe v. Wade (1973). Retrieved from: [http://www.pbs.org/wnet/supremecourt/rights/landmark\\_roe.html](http://www.pbs.org/wnet/supremecourt/rights/landmark_roe.html)

### **Week 9**

#### **Monday March 8, 2020: Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Americans**

- Understand definitions commonly associated with the LGBTQ community
- Examine the Queer Theory framework regarding gender identity & sexual orientation
- Describe the sociohistorical context for studying the LGBTQ community
- Describe the significance of the Stonewall riots

- Analyze issues regarding marriage equality

## **Wednesday (March 10, 2021): LBGTQ+ Americans (continued) – Guest Speaker TBA**

### **Week 9 Readings:**

#### **Read and View:**

Source: Openstax American Government, read the section entitled The Fight for Civil Rights in the LBGTQ+ Community. Retrieved from:

<https://cnx.org/contents/W8wOWXNF@15.6:6TMvK3ch@4/Equal-Protection-for-Other-Gro>

GLAAD Movement Advancement Project (2012). An Ally's Guide to Terminology. Retrieved from: [http://www.glaad.org/sites/default/files/allys-guide-to-terminology\\_1.pdf](http://www.glaad.org/sites/default/files/allys-guide-to-terminology_1.pdf)

Morris, B. History of Lesbian, Gay, & Bisexual Social Movements. Retrieved from: <http://www.apa.org/pi/lgbt/resources/history.aspx>

The Real Story of Stonewall:

<https://everydayfeminism.com/2015/08/the-real-story-of-stonewall/>

Butler, J. Your Behavior Creates Your Gender. <https://bigthink.com/videos/your-behavior-creates-your-gender>

Mock, J. Prove your Womahood. <https://www.youtube.com/watch?v=ISsdSvJhniQ>

Human Rights Campaign. The Lies and Dangers of Efforts to Change Sexual Orientation or Gender Identity. Retrieved June 2017 from: <https://www.hrc.org/resources/the-lies-and-dangers-of-reparative-therapy>

Lowery, L. (June 10, 2015). The Transgender Rights Movement Is for Everyone. Retrieved from: <http://www.newsweek.com/transgender-rights-movement-everyone-341828>

National Center for Transgender Equality: Frequently Asked Questions About Transgender People. Retrieved July 15, 2017 from: <http://www.transequality.org/issues/resources/frequently-asked-questions-abouttransgender-people>

## **Week 10**

### **Monday (March 15, 2021): Indigenous Americans**

- Explore the impact of US policy of cultural genocide on Indigenous Americans
- Explore & describe the impact of historical trauma on Indigenous Americans
- Identify how Indigenous Americans have impacted United States history
- Examine how the United States Government has impacted the lives of Indigenous Americans

### **Wednesday (March 17, 2021): Indigenous Americans (continued) – Guest Speaker TBA**

#### **Week 10 Readings:**

1. Read Parrillo, Chapter 7

2. Bear, C. (May 2008). *American Indian boarding schools haunt many.*

Retrieved from:

<http://www.npr.org/templates/story/story.php?storyId=16516865> (audio + article)

3. Sammon, A. (Sept. 9, 2016). *A History of Native Americans Protesting the Dakota Access Pipeline*. Retrieved from:

<http://www.motherjones.com/environment/2016/09/dakota-access-pipeline-protest-timeline-sioux-standing-rock-jill-stein>

4. Trail of Tears National Historic Trail video:

<https://www.youtube.com/watch?v=7LSkfmCj8Jg>

### **Week 10 Assignments:**

**Complete Quiz 3 in Carmen by 11:59pm, Saturday March 20, 2021**

## **Week 11**

### **Monday (March 22, 2021): Arab Americans and Religious Minorities**

- Identify the diversity across Arab Americans including those who do not identify as Muslim
- Gain understanding of the causes for the debate about the current population of Arab Americans in the U.S.
- Gain understanding of the why myths about the Arab American culture have been detrimental in the U.S. Religious Minorities
- Describe discrimination faced by religious minorities
- Understand religious discrimination as a tool of oppression

### **Wednesday (March 25, 2021): Arab Americans and Religious Minorities (continued) – Guest Speaker TBA**

#### **Week 11 Readings:**

1. Read Parrillo, Chapters 9 & 12

2. Henne, P. (March 25, 2015). *How the US compares with the rest of the world on religious restrictions*.

Retrieved from:

<http://www.pewresearch.org/fact-tank/2015/03/25/how-the-u-s-compares-with-the-rest-of-the-world-on-religious-restrictions/>

3. Lipka, M. (May 26, 2017). *Muslims and Islam: Key findings in the U.S. and around the world*. Retrieved from: <http://www.pewresearch.org/fact-tank/2017/05/26/muslims-and-islam-key-findings-in-the-u-s-and-around-the-world/>

4. Source: OpenStax *American Government*. Retrieved from: \_

<https://cnx.org/contents/W8wOWXNF@15.6:6TMvK3ch@4/Equal-Protection-for-Other-Gro>; (\*just read the section titled *The Rights of Religious Minorities* which is near the bottom\*)

## **Week 12**

### **Monday (March 29, 2021): East Asian Americans**

- Identify which ethnic groups make up the U.S. government's definition of Asian
- Describe the immigration experiences of Asian Americans

- Identify forms of discrimination against Asian Americans
- Examine issues in the usage of the model-minority stereotype

**Wednesday (March 31, 2021 MOVES TO Friday April 2, 2021): East Asian Americans (continued) – Guest Speaker TBA**

**Week 12 Readings:**

1. Read Parrillo, Chapter 8

**Week 12 Assignments:**

**Submit Film/Book Analysis paper to Carmen Dropbox by 11:59pm, Saturday April 3, 2021**

**Week 13**

**Monday (April 5, 2021): People with Disabilities & Older Adults**

- Identify some of the challenges that aging populations face
- Separate myths from facts regarding Social Security
- Categorize the different ways that ageism is experienced ranging from the micro to the macro level
- Critique our current infrastructure as it relates to aging and older adults
- Identify the different types of disabilities individuals can experience including sensory, cognitive, mental, and physical impairments.
- Recognize our own preconceptions about people with disabilities and consider how our words and actions impact individuals.
- Compare the difference between the medical model and the social model of understanding how disabilities are viewed in American society

**Wednesday (April 7, 2021): People with Disabilities & Older Adults (Continued) – Guest Speaker TBA**

**Week 13 Reading:**

- Read Parillo, Chapter 14 pages 426-448
- OpenStax *American Government* (only read the American with Disabilities Act section). Retrieved from: <https://cnx.org/contents/W8wOWXNF@15.6:6TMvK3ch@4/Equal-Protection-for-Other-Groups>
- For a detailed timeline of DR Movement in the U.S. please visit the following website: <http://www.nclد-youth.info/index.php?id=61>

**Week 14**

**Monday (April 12, 2021): Hate Crimes; Bystander Intervention**

- Define hate crimes and develop and understanding of the theories behind hate crimes
- Identify the causes that have led to the organization of hate groups
- Recognize two major hate groups in U.S. history
- Identify the federal acts in the U.S. that have been passed by congress to help prevent hate crimes

- Learn ways to address bias when you encounter it

### **Wednesday (April 14, 2021): Course Wrap-Up**

- Review content from the full semester
- Review for final quiz

#### **Week 14 Monday Readings:**

Din, M. (March 16, 2015) The Chapel Hill Murders & Hate Crimes.

Retrieved from: <http://sociologyinfocus.com/2015/03/chapel-hill-what-makes-a-hate-crime/>

U.S. Department of Justice—Federal Bureau of Investigation Hate Crime Statistics 2019, Released Fall 2020 (on Carmen)

Albo, M. (June 22, 2016) Homophobia in our Blood. Retrieved from:

<http://ideas.ted.com/homophobia-in-our-blood/>

NPR.org. (Aug – Nov. 2012). Stories about Sikh Temple Shooting. Retrieved from:

<http://www.npr.org/tags/158190895/sikh-temple-shooting>

Boyington, B. (Oct. 28, 2014). *What is Bystander Intervention, Anyway?* Retrieved from:

[http://www.huffingtonpost.com/2014/10/28/bystander-intervention\\_n\\_6061782.html](http://www.huffingtonpost.com/2014/10/28/bystander-intervention_n_6061782.html)

Anti-Racism and Anti-Oppression: How to Respond to Microaggressions:

<https://library.cod.edu/antiracism/microaggressions>

**Our Campus:** We have a core value around diversity and inclusion. Become familiar with how we can address bias when we see it!

Review the process for reporting bias; retrieved from: <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>

#### **Week 13 Assignments:**

1. Turn in any extra credit assignments or re-writes (**optional**)
2. **Complete Quiz 4 in Carmen by 11:59pm, Saturday April 17, 2021.**

**\*Assignment Details/Rubrics: Appendixes A & B (see following pages) \***



# Appendix A

**Requirements:**                      **News Source Comparison Paper (20% final grade)**

**DUE: Submit to Dropbox by 11:59pm EST,  
February 6, 2021**

- 5-6 page paper
- Title & Reference Page (not part of the page count)
- Double spaced, 12 pt Times New Roman font
- A total of at least one APA-formatted in-text citation per page count
- Citations and Reference page using APA format (visit the Purdue Owl website <https://owl.english.purdue.edu/> for reference)

**Purpose:**

We are inundated with information and news articles everyday that can be about the same event but tell a completely different story. When learning about any population or issue, it is important to be able to decipher between reliable and unreliable sources, and identify bias.

Students will select one issue related to diversity upon which to focus this assignment. Examples of appropriate issues include women's rights, civil rights, criminal justice, immigration, LGBTQ+ rights, or other issues related to course content. Students will then select one current news event that reflects this area of interest. Examples of current news events include the Republican contestation of election results; police brutality protests; COVID-19 and vaccines; the #MeToo movement; etc..

This assignment will give students the opportunity to reflect on the *construction of reality; ways of knowing; errors in inquiry; and other concepts central to the course.*

Please be certain to include specific citations for each news source and course term utilized in your project. Please include the date and time a news source was viewed, as well as the name of the news source. A separate reference page will include each news source and references to the course terms/content. The reference page will not be included in the page count for the paper. **The organization, development, and depth of discussion and analysis will contribute heavily to the final score.**

Assignment Directions:

- 1. Use the following news sources to complete this assignment:**
  - a. Fox News
  - b. MSNBC
  - c. One news source from another country  
(via <http://www.thebigproject.co.uk/news/index.htm>)
- 2. The news sources must be accessed on the same day in order to enable comparison at the same moment in time.**
- 3. Please respond to the following prompts for each of the sources.**
  - a. Identify the name of the news source and the date and time the news source was viewed.
  - b. Clearly describe the current event as it is presented by each news source.
- 4. Utilize at least three (3) of the following concepts presented in class from each category (totaling 6 concepts) in order to analyze, discuss, and compare/contrast each news source. NOTE: You must cite these concepts (APA in-text and reference list compliant).**  
**Ways of Knowing Category--1. Agreement, 2. Experience, 3. Scientific Method, and, 4. Tradition & Authority**

**Errors in Human Inquiry Category--** 1. *inaccurate observation*, 2. *overgeneralization*, 3. *selective observation*, 4. *ex post facto hypothesizing*, 5. *ego involvement*, 6. *premature closure to inquiry*, 7. *mystification*, 8. *making up facts*, and, 9. *implicit bias*.

5. **What are the implications for the consumer's understanding of the event based on the manner in which the media presented the story?**

<b>News Comparison Rubric: 20 Points</b>	<b>Points Possible</b>
Clearly described the news event (accessed on the same day) as it was presented by each (3) news sources	3
Clearly identified and utilized <b>six concepts</b> (3 from each category) from the course to analyze and discuss the media's presentation of the topic (in-text citations required)	9
Thoroughly identified and discussed implications for the consumer's understanding of the event based on the media's presentation	6
Demonstrated proper grammar and syntax; APA style/format; clear and logical organization	2
<b>Total points</b>	<b>20</b>

## Appendix B

### Reflective Analysis Paper (25% of final grade) **Due: Submit to in Dropbox by 11:59pm, April 3, 2021**

#### Requirements:

- 6-8 page (maximum) paper
- Title & Reference Page (not part of the page count)
- A total of at least one APA-formatted in-text citation per page count
- Double spaced, 12 pt Times New Roman font, 1 inch margins
- Citations and Reference page using APA format (visit the Purdue Owl website <https://owl.english.purdue.edu/> for reference)

#### Purpose:

The purpose of this assignment is to articulate a comprehensive grasp of the social conditions of minority groups in American society, as well as to express an enhanced capacity to analyze and evaluate problems and provisions for dealing with minority oppression.

#### Approved Film List:

The film list and a description of each movie is on the media website [drm.osu.edu](http://drm.osu.edu) under the “Approved Film List” tab. \* Denotes not available on [drm.osu.edu](http://drm.osu.edu)

- *American Violet* (African American; Social/Criminal Justice)
- *Get Out* (African Americans; Racism)
- *Milk* (LGBTQ; Social Justice)
- *We Were Here* (LGBTQ; HIV; Social Justice)
- *La Mission* (Latinx; LGBTQ+)
- *Fruitvale Station* (African American; Social/Criminal Justice)
- *Winter's Bone* (Feminism; Regionalism; Criminal Justice)
- \**The Handmaid's Tale* (please view at least two episodes; Misogyny; Feminism; Social/Criminal Justice )

#### Reflective Analysis Rubric: 25 points

	<u>Possible Points/Points</u>
<b>Earned:</b> Addressed each question completely ( <b>required questions-- see next page</b> ):	/6
Demonstrated a clear understanding of course concepts and cited specific course material:	/15
Clearly articulated the above concepts/material; use of professional language, grammar, and syntax:	/2
Proper APA format; meets citation requirement:	/2
<b>Total possible points:</b> .....	<b>/25</b>

**Required Questions:****1. Minority group representation**

What is the population facing discrimination or unfair treatment? Is there a specific character that embodies this discrimination/unfair treatment?

**2. Dominant group representation**

What population is in power in the film/book? Why? How? Is there a specific character that embodies the dominant group?

**3. Dominant group behaviors**

Describe the attitudes, beliefs and behaviors of the dominant group or the specific character that embodies this group? Thoroughly identify and integrate two concepts from your course content that apply to this discussion.

**4. Minority group behaviors**

Describe the attitudes, beliefs and behaviors of the minority group or the specific character that embodies this group? Thoroughly identify and integrate two concepts from your course content that apply to this discussion.

**5. Groups/individuals supporting discrimination**

Name any individuals/characters or groups that support the discrimination. Use course content to discuss the reasons that might contribute to their support of this discrimination.

**6. Personal reflection**

What are your personal thoughts/feelings/beliefs regarding the treatment and/or portrayal of the minority and dominant groups in the film/book? Be sure to use at least two concepts from your course content that apply to this discussion.