

## Term Information

Effective Term Autumn 2022  
*Previous Value* *Spring 2022*

## Course Change Information

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

Seeking approval as a foundation level course in the new Race, Ethnicity & Gender Diversity GE category.

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

The current Social Work 1140 course is in the current Social Diversity in the U.S. category. We have revised the course (changes effective SP22 via curriculum) and are now seeking approval as a foundation level course in the new Race, Ethnicity & Gender Diversity GE category effective AU22.

### 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
Transcript Abbreviation	Soc Justice Issues
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.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 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

## Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced Yes

## 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; Race, Ethnic and Gender Diversity

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

### **Previous Value**

*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.

**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

**Sought Concurrence**

No

**Attachments**

- 1140 GE Form.pdf: GE form  
*(Other Supporting Documentation. Owner: Cole,Mary Cathleen)*
- 1140 AU22 Syllabus.docx: Syllabus, current  
*(Syllabus. Owner: Cole,Mary Cathleen)*
- 1140 SP22 Syllabus.docx: Syllabus, future  
*(Syllabus. Owner: Cole,Mary Cathleen)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole,Mary Cathleen	08/31/2021 11:25 AM	Submitted for Approval
Approved	Babcock,Jennie R	08/31/2021 11:57 AM	Unit Approval
Approved	Gregoire,Thomas Kenneth	09/10/2021 04:27 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/10/2021 04:27 PM	ASCCAO Approval



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

*Semester/year: Autumn 2022*  
*Class meetings: Asynchronous Online*  
*Location: Carmen*  
*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 online course includes, weekly: completion of online course modules and the readings and videos embedded within the modules, and class discussions posts. The instructors will provide weekly interaction/feedback via the course Carmen site, and Carmen facilitated feedback on the paper assignments. To get the most out of this class, you should:

1. Actively engage in the course materials
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	Each week, students will respond to prompts with an original post and reply to the post of one classmate. 13 original posts @ 4 points total (3 points for a post, 1 point for a reply)	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**  
**Issues in Social Justice: Race, Gender and Sexuality**

*Semester/year: Spring 2022*

*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.

**GE Category:**

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. 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	<p>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.</p>	10%	Week 3
Social Justice Challenge Check-In	<p>Submit 15 of your 30-day Social Justice Challenge actions on the provided template and 2 of the one-page written reflections.</p>	10%	Week 8
30 Day Social Justice Challenge	<p>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.</p>	20%	Week 14

\*All Due dates are Eastern Standard Time Zone

## GRADING CRITERIA AND WEIGHTINGS

### Standard Grading Scale

<b>A</b>	93–100	<b>B+</b>	87–89.9	<b>C</b>	73–76.9	<b>D+</b>	67–69.9	<b>E&lt;</b>	60
<b>A-</b>	90–92.9	<b>B</b>	83–86.9	<b>C+</b>	77–79.9	<b>D</b>	60–66.9		
		<b>B-</b>	80–82.9	<b>C-</b>	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/woi/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. *glaad*.

## **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				

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

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.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to 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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)