



SW 504: Diversity and Social Justice in Social Work
Fall 2017

Section: 012 UM **Class #:** 27386

Day and Time: Wed, 5-8pm, 2816 SSW

Office Hours: Wed 3-5pm or by appt

Foundation HBSE Course Approved 4/29/14

Instructor: Charity Hoffman, MSW

Email: charityh@umich.edu

SSWB Office: Rm #3815

3 Credits, no prerequisites

***“We are here not only to transform the world,
but also to be transformed.”***

-Parker Palmer

Welcome to SW 504! A quick outline of this syllabus:

- (1) **Overview of SW 504:** [Official SSW stuff](#)
 - Course Description & Content
 - Course Objectives & Design
 - Course relation to Social Work themes, ethics and values
 - Writing & Tutoring Help
 - Plagiarism
 - Safety & Emergency Preparedness
- (2) **Overview of class policies:** [Expectations and norms](#)
 - Respect & Safety
 - Attendance & Participation
 - Office Hours
 - Email & Technology Use
 - Services for Students with Disabilities
 - Course Grades
- (3) **Overview of course agenda:** [What you need to do](#)
 - Readings
 - Schedule
 - Assignments

You are welcome here. Each one of you has something to learn from your peers here and something to teach. I promise you: You do not know everything; you do know some things. You are invited to reflect critically, listen respectfully and share thoughtfully. I look forward to teaching and learning from you. Please feel free to come and speak with me about any questions or concerns that may arise.

Course Overview

Course Description:

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include developing a framework for 1) engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms, and inform working for change. Multiple kinds of boundaries are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

Course Content

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them.

Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

Course Objectives

Upon successful completion of this course, students will be better able to:

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity.
3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups.
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors.
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews.
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.

7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices.
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society.

Course Design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, life experiences, and hinder our work with diverse populations. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity

Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme Relation to Social Justice

Social justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

This theme is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research

This theme will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

Relationship to SW Ethics and Values

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that

support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Writing Help & Tutoring

If you need additional help with your writing (and I will let you know if I think this is the case), you are welcome to visit the *Sweetland Writing Center*, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit <http://www.lsa.umich.edu/sweetland/>, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429. In addition, the *School of Social Work's Career Services Center* is developing a writing assistance program for students who need extra support. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.

Plagiarism:

From the [UM Library site on Academic integrity](#): Plagiarism is perhaps the most common form of academic dishonesty. However, there are many types of plagiarism, and most plagiarism is not intentional. Frequently, it is the result of taking insufficient notes when reading your sources. Below are several types of plagiarism of which you should be aware.

Accidental Plagiarism

- Forgetting to place quotation marks around another's words
- Omitting a source citation for another's idea because you are unaware
- Carelessly copying a source which you mean to paraphrase

Deliberate Plagiarism

- Copying a phrase, sentence, or passage from a source and passing it off as your own
- Summarizing or paraphrasing someone else's ideas without acknowledging your debt
- Handing in a paper you bought or had a friend write or copied from another student

Using people's ideas and properly citing them shows an appreciation of the work of others in your field of research. Integrating sources into your own work demonstrates your ability to use theories/models/statistics, etc. to support your argument. Readers want to know how you have made your assumptions, and using sources verifies your claims.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services [734-936-0961](tel:734-936-0961) and/or email ssw-ADAcompliance@umich.edu. For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Course Policies

A Note about Respect & Safety:

This class should be a safe space, where we are attentive to each other's differences, and willing to acknowledge when we have upset someone (intentionally or not). That said, safety is not the same thing as comfort. There may be times when you are pushed to the limits of your comfort zone. You are entitled to have an opinion, but remember that yours is not the only one. Sometimes people might say things that upset you; that is expected. The question is *not* how to avoid ever offending one another, but how to respond maturely, thoughtfully and kindly when we are triggered. Together, we will establish group guidelines early in the term, to which you (and I) will be held accountable.

Attendance & Participation:

In this course, your attendance and participation in our weekly section meetings is mandatory and accounts for 25% of your grade. You will be allowed one absence (excused or unexcused) without penalty, but will be expected to make up the work you missed. Any additional absence should come with requisite documentation, and is subject to a grade penalty. You are responsible for any material you miss due to an absence; I recommend you exchange contact information with a classmate or two, and stay informed of what happened when you were gone.

I understand that people participate in different ways, so I don't expect everyone to participate vocally in *every* session, but don't let that be an excuse to hide out and stay silent; consider that remaining silent is also a privilege. Participation can come in the form of noticing and including others, completing reading and writing assignments, coming to office hours, or communicating with me and your peers outside of class. As social workers, you will inevitably be called on to find your voice, and to speak up (with clients, colleagues, supervisors, communities) even when you'd rather not. Our classroom is a good place to start to practice that.

Lateness:

Class begins promptly at 5:10 ("Michigan time"); you should be in your seat and ready to begin at that time. Consistent, unexcused lateness will result in a grade deduction.

Assignments should be posted online (Canvas) no later than the due date listed. Plan ahead. Late reflection papers will not be accepted. For other written assignments, one point will be deducted from your final grade for each day it is late, up to three days. If you need an extension, please request at least 3 days prior to assignment due date. You will only be granted one extension all term, so use it wisely.

Office Hours/Email Policy:

I welcome correspondence from my students, and am happy to meet with you outside of class, preferably during my office hours (Wed 3-5pm), or by appointment. However, I value my life outside of work and you should value yours, too. Please note that I will not respond to emails after 9pm until the next business day, and I refrain from checking my email all day on Sunday. When emailing, please include SW504 in the subject line.

Laptops/Cell Phones:

As a small, interactive seminar, this is *not* the kind of class where you can hang back and surf the web and not be noticed. The internet is fun; it is also very distracting. When in class, I expect you to bring your full attention. If you get a phone call/ text/ email that you can't ignore, please excuse yourself. I would rather you walk out and do what you need to do than sit there and

distract others. With that in mind, I will ask that your laptops be put away during times when they are not strictly necessary for taking notes.

Special Accommodations:

It is my hope that any special needs you have would not get in the way of your education. If you need extra support, please don't suffer in silence. Come speak to me, and also file with the Office of Services for Students with Disabilities, if you have not already done so. Let me know what I can do to support you. Documentation should be submitted to me in the first two weeks of the term. (For more info, see: <http://www.umich.edu/~sswd/>)

Course Grades:

97-100=A+ **93-96=A** 90-92=A- 87-89=B+ **83-86=B** 80-82=B-
77-79=C+ 73-76=C 70-72=C- 67-69=D+ 63-66=D 60-62=D-

Letter grades from "A" through "E" are given for class performance. A grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure & carry no credit.

Grading & Evaluation Criteria:

- Attendance & Participation: 25%
- Response Papers (6; lowest dropped): 25%
- Assignment 1: Classmate Interview & Response Memo: 10%
- Assignment 2: Current Events Presentation 10%
- Assignment 3: Positionality Reflection Paper 10%
- Assignment 4: Group Work Reflection Paper 5%
- Final Project: Positionality Paper Revised 15%

Opportunities for Extra Credit:

If you received maximum credit on all course components, you would receive 100 pts (A+). However, no one does everything perfectly the first time; there is always room for improvement. I also want to take into consideration the different positionalities/background with which you come to graduate school. Therefore, I will offer several opportunities for extra credit, (up to 5 pts. total) where you can earn back some points you lost.

Timeline for the semester	1 pt.
Include all deadlines, internship hours + SELF-CARE (due by 9/15)	
Come to office hours	
Bring a question, comment, or show-and-tell	2 pts
Quote a classmate	
In your your weekly response paper, discuss something you learned or were challenged by from one of your classmates	1 pt.
Take someone you disagree with out to coffee and sit down with them for a half hour, finding common ground. Write a page about it	2 pts.
Write to a representative or elected official about an issue that concerns you. Take a picture of your note (or addressed envelope), mail it, and send me the picture with a brief note	1 pt.
<i>Optional: Do this with others at Cultivate Coffeehouse in Ypsilanti!</i>	1 pt.

Grade Dispute Policy:

To contest a grade, please wait at least 24 hours, then send me a one-paragraph explanation of your concerns, via email. If I re-evaluate your grade, I reserve the right to raise or lower it.

Course Work

Readings:

You will have an exceptionally hard time making it through this class without doing the readings. Your participation and memo grades will be dependent on staying on top of the readings; be sure to allocate adequate time for them. It is not cheating to meet to discuss readings with your peers. In fact, working together is encouraged. Articles and book chapters will be available on Canvas, so you do not need to buy them; however, you are welcome to do so if you would like further reading.

Select chapters from:

- Coates, T. (2015). *Between the world and me*
- Hocschild, A. (2016). *Strangers in their own land*.
- Jones, Newman & Isay (1998). *Our America: Life and death on the south side of Chicago*.
- Stevenson, B. (2015) *Just Mercy: A story of justice and redemption*.

Note: This is a blueprint, not a contract. Given the dynamic world we live in, and the exciting political climate of which we are a part, supplementary readings may be modified to reflect compelling current event issues.

Assignments:

Response Papers (25%-- six papers total)

Due weekly, by 11:59pm Tues

Each week, you will have several chapters or articles to read. For six weeks in the term-- you choose which six-- you will be asked to turn in a brief (one page, single-spaced) response paper (450-500 words) where you discuss and analyze important points from the reading. You should go beyond summarizing to also make links to other readings and class materials. Memos should include:

- Author's last name & name of book or article you read
- Was there one particular quote that stood out to you? Something you would underline or highlight, if you're that kind of person? For direct quotes, use quotation marks and page number.
- What feelings did this reading did this bring up for you? (Anger? Sadness? Frustration? Excitement? Nostalgia? Hope?) Why?
- How does this relate to your own experiences/observations/understandings, or to what you see going on in the world around you?
- If possible, draw a connection to another reading, video, analytical concept or theory we discussed in class.
- One question you were left with-- something that wasn't clear, something you wondered, something you found unresolved

You don't need to answer each of these questions every week, but strive to use these questions as a guideline. These are due by Tuesday at 11:59pm, on the night before class meets, and should be

submitted online via Canvas. Late memos will not be accepted. Please put your name, the date & memo # at the top. (Number your memos consecutively. By the end of the term, you should have 6.) A standard grade for a good memo is 5. Exceptionally strong memos-- those that demonstrate considerable insight, originality or

Interviewing a Classmate (10%)

Due Sept 13 in class, HARD COPY

Interview a classmate for 15-20 minutes (You will have ten minutes to free write before being interviewed.) Find out what relevant background this person would like to share about themselves: where they come from, their family or origin, what brought them to graduate school.

Then, ask them to tell you about *a time they changed their mind*:

- a. What is a belief or value that they used to hold dear about which they have changed their thinking? (this could be a religious view, a political perspective, or an attitude or behavior)
- b. What led to this change? Were there people or experiences that caused them to reconsider? Was it a particular event or a series of small moments? Something they read? Something they heard?
- c. You will be writing about your partner for next week's response paper. Please take a minute to ask them if there is anything they disclosed to you that they do not want you to discuss in your writing.

Write a brief, 1.5 to 2 page paper introducing your partner. Your first paragraph should be any introductory information they shared about themselves. (This is due in class week 2-- HARD COPY.)

Prior to submitting your papers, you will be given time in class to read what your partner wrote about you, and write a brief reaction memo to me, which will be turned in with what your partner wrote about you.

Hot Topics: Current Events Presentation (10%)

Due date varies

You will find that the topics covered in this course are all over the media. Issues about privilege, oppression, insider/outsider, deserving/undeserving, racial tensions, class conflict, etc are all around us. Once in the semester, you will be asked to bring in relevant material and share with your classmates. Get creative-- you may share a meme, a podcast, an article, an image, a commercial, a film clip. You will have ten minutes in class to present this in an engaging, dynamic way. You may work alone or with a partner. Your presentation should include at least two pieces of media (e.g. two opposing viewpoints, an image and an article, a tweet and a reaction, etc.) You should come prepared to tell us WHAT you saw, WHY it matters, and HOW it relates to core issues/themes/ theories from our course. You should also pose a question to the class-- one that they can respond to in "minute papers" (writing alone), in small groups, or in a large group discussion. Hot Topics presentations will commence during the first 15 mins of class or the first 15 mins after break. By 12pm on the day you present, you shou

Positionality Reflection Paper (10%)

Due Sun, 10/29, 11:59pm

Who are you? How have your past experiences, identities and circumstances beyond your control shaped your life to this moment? Drawing on course content, including readings, in-class conversations, and incorporating at least two theories we discussed in this class (e.g. conflict theory, social construction theory, critical race theory, feminist theory), bring an analytical lens to your own life. Recall the "naciroma" reading: how would you describe your life

journey if you were an outsider looking in? How has this shaped what you want to do in the future? Feel free to use headings to organize your paper. Paper should be ~2 pgs double-spaced.

Group Work Reflection Paper (5%)

Due Fri, 11/17, 11:59pm

Throughout this semester, we will be spending part of our class time working in small groups. By mid-November, you should have spent several weeks each with two different groups. Write a brief, 1-2 page reflection paper analyzing who you are in groups. How do you see your role relative to your peers? Were you the cheerleader? The scribe? The listener? The hide-in-the-back-and-hope-no-one-calls-on-you? How was your role in groups in this class similar to or different from the role you have played in the past? How is it similar or different to who you'd like to be in the future? What are active (small) steps you could take to get there?

Integrative Final Paper: Positionality revisited (15%)

Due Fri, 12/15, 11:59pm

The goal of the final project is to help you synthesize the content you learned throughout the term, and start to think about how you can apply it to your social work practice, as well as perhaps your life more broadly. Here, you will reflect on: *Where I come from, Where I am, Where I am going*. You are encouraged to draw on readings and discussions from the course, as well as activities, handouts, and your own life experiences. This is also an opportunity to revisit and revise feedback you received on previous assignments. Consider what theoretical perspectives may inform your understanding of yourself and your place in the world. Think about how your perspective may have shifted this semester. What does the term social justice mean to you? What role will you play as a social worker in achieving that? What concrete steps can you take to educate yourself, become an ally, and address social problems from micro, macro *and* meso levels? These are big questions. I don't expect you to have it all figured out, or even to pretend to. Instead, take me on your journey of self-development. What are areas of growth for you? What are your strengths, and how can you use them to improve our world?

Final Note: Every class, every semester, and every group of students is different. The element of the unknown is what makes education exciting (a little terrifying)! I look forward to embarking on this journey with you, and can only hope that we'll have grace for one another as we stumble and learn together. Please be patient with me, be patient with one another, and know that I am always happy to speak with you about any questions or concerns that may arise.

Weekly Schedule

The course is designed in three parts:

- Part 1 (Weeks 1-5):* Setting a foundation
Intro to social identities, culture, theory, diversity, power, privilege & oppression; Building dialogue skills
- Part 2 (Weeks 6-10):* Understanding privilege & oppression:
Whose America? Who are we to the rest of the world?
- Part 3 (Weeks 11-13):* Synthesis, application-- So what? Now what?
Guest speakers

Relationship-building is a central part of this course: building relationships with each other, with scholars and experts we explore in this class, and with those outside our school-- our family, friends, strangers, community members. In light of that, a significant amount of time will be dedicated to cultivating dialogue skills and investing in relationships. The last hour of our

class will be dedicated to work in small groups, which will change midway through the term. This will no doubt be challenging at times, but I hope it will help us all to stretch, reflect and grow.

Week #	Readings	Topic/ In Class	Assignment Due
Week 1 Sept 6	None	Course Overview Introductions Activity: Cross the line Watch: Changing education paradigms Syllabus Quiz Sign up: current events Last hour: Interview one another (LARA)	Online Survey
Week 2 Sept 13	Staller. "Teaching SW from a Conflict Perspective" Lee. "Excommunicate me from the church of social justice" Boggs. <i>The Next American Revolution</i> . Introduction	Situating Ourselves in the Social World Course Guidelines Activity: Social Identities Gallery Walk Intro to dialogue: (vs Discussion, Debate) Watch: Adichie Ted Talk: The Danger of a Single Narrative Last hour: Read what your partner wrote about you, edit, discuss	Interview Response Paper (at home) & Reaction Memo (in-class)
Week 3 Sept 20	Miner. (1956) "Body Ritual among the Nacimera" McIntosh. Unpacking our knapsacks of invisible privilege.	Overview of Diversity & Social Justice Difference, Diversity, Privilege, Power, Oppression Activity: Social Justice Definitions Last hour: Small Group 1 (Team-Building) <i>The Drawbridge? "What are you doing?"</i>	Response Paper 1
Week 4 Sept 27	Marsiglia and Kulis. "Diversity, oppression and change" Arao, B. & Clemens, K. (2013). From safe space to brave spaces: A new way to frame dialogue around diversity and social justice.	Theoretical Approaches to Social Problems Watch: Mitchell Interview with Beth Reed Intro to Theory lecture/ game Last hour: Small Group 1	Response Paper 2
Week 5 Oct 4	Stevenson. <i>Just Mercy</i> Jones & Newman. <i>Our America</i> (Select pages) DuBois. <i>The Souls of Black Folk</i>	Overview of Structural Inequality Intro to culture, socialization Watch: Mitchell Interview with Laura Lein Watch: Interview with Hochschild Activity: Play Spent Last hour: Small Group 1 Activity: The American Dream Quiz	Response Paper 3
Week 6 Oct 11	Coates. <i>Between the World and Me</i> , pages TBD Hochschild. <i>Strangers in their own land</i> . Pages TBD	Institutions & Social Structures Watch: James Baldwin, <i>I Am Not Your Negro</i> Last hour: Small Group 2 Midterm Feedback	Response Paper 4
Week 7 Oct 18	Hill Collins (2016). Intersectionality as Critical Praxis	Intersectionality: Race, Gender & Class Watch: Video: Kimberlé Crenshaw, "The urgency of intersectionality." (??)	Response Paper 5

	Uwujaren & Utt. (2015). "Why our feminism must be intersectional"	Activity: <i>The Spaceship</i> Last hour: Small Group 2	
Week 8 Oct 25	Coates. <i>Between the World and Me</i> , pages TBD. Andrews. " We don't belong here anymore. "	Social Construction of Difference: Drawing Boundaries- Us & Them Immigration Watch: Immersion Activity: Win all you can? Last hour: Small Group 2	Response Paper 6 Positionality Paper (Due 10/29)
Week 9 Nov 1	Martin. (1998). "Becoming gendered" McCombs. (2017) "Parenting a transgender child" Thériault. (2016) "Being a girl: A brief history of personal violence"	Social Construction of Difference: Sex & Gender Watch: Intersex Children Guest Speaker: Spectrum	Response Paper 7
Week 10 Nov 8	Explore: ACLU School to Prison Pipeline (read at least two articles) <i>Additional reading TBD by guest speaker</i>	Education & Incarceration in the U.S. Guest Speakers: Deb Gordon-Gurfinkle & Mikel Brown? (Shaenu Micou?)	Response Paper 8
Week 11 Nov 15	Wendell, S. (1996). <i>The Social Construction of Disability in The Rejected Body</i> . <i>Additional reading TBD by guest speaker</i>	(Dis)ability Guest Speakers: Sally & Marty Kope	Response Paper 9 Group Work Paper- Due 11/17
Nov 22	<i>NO CLASS</i>	<i>THANKSGIVING BREAK</i>	
Week 12 Nov 29	Boggs. Ch 6, "We are the leaders we've been looking for" <i>Additional reading TBD by guest speaker</i>	Working for Change/ Anti-Oppressive Social Work At the Crossroads Religion & Politics Guest Speakers: Rori Picker Neiss & Tyrone Kelly	Response Paper 10
Week 13 Dec 6	Johnson. "What can we do?" Palmer, P. "If only we would listen."	Working for Change/ Anti-Oppressive Social Work LAST CLASS Where do we go from here? Last hour: Potluck & Debrief?	Final Paper (12/15)

**Don't forget about your Hot Topics presentation; due dates vary.*