

DEPARTMENT OF SOCIAL WORK

Human Diversity for the Helping Professions SOWK 4540 - 3 credit hours

Summer 2020

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Class: Online only
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Hours: By Appointment

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COURSE DESCRIPTION

This is an online course - There are no mandatory online or face to face meetings.

This course promotes competence for students interested in the role of 'helping professional' but is valuable for any work environment or other endeavors you may pursue. The purpose of this course is to increase future professionals' commitment to work towards a nonracist, multi-cultural, and egalitarian society. Concepts focused on in this course will include but are not limited to sociopolitical processes (racism, sexism, heterosexism, oppression, discrimination, classism, etc.) of systematic oppression, intrapersonal processes (identity, authenticity, and basic professional behaviors), and socio-cultural processes. Attention is also given to those groups who perpetuate such oppression and reviewing culturally relevant macro and micro strategies for work with oppressed groups. Further, in this course you will have the opportunity to explore how personal values, beliefs, and behaviors may limit one's ability to do effective work with people of diverse backgrounds. This exploration will require a critical and sometimes uncomfortable assessment of "self."

COMPETENCIES & OBJECTIVES

The goals and objectives for this course are based on the competencies and behaviors used to established student learning outcomes in accordance with the accreditation standards of the Council on Social Work Education (CSWE).

Competency	Course Objectives	Assessment
Engage diversity and difference in practice (Competency #2)	<ol style="list-style-type: none"> Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Behavior # 6) Students will present themselves as learners and engage clients and constituencies as experts of their own experiences (Behavior # 7) Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Behavior # 8) 	<p>Module Activities / Exercises Diversity Interview</p> <p>Module Activities / Exercises Cultural Immersion Project</p> <p>Module Activities / Exercises Self-Discovery Project</p>

Competency	Course Objectives	Assessment
Advance human rights and social, economic, & environmental justice <i>(Competency #3)</i>	<p>4. Students will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (Behavior # 9)</p> <p>5. Students will engage in practices that advance social, economic, and environmental justice (Behavior # 10)</p>	<p>Module Activities, Exercises; Test, Diversity Interview, Cultural Immersion</p> <p>Module Activities / Exercises Cultural Immersion, Test Items</p>

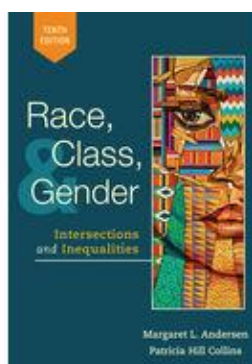
ABOUT THE PROFESSOR / INSTRUCTOR

I spent 18 years at UNT, primarily in the undergraduate social work program; and now serve as an adjunct professor. Prior to academia, I was a practicing social worker in such fields as mental health, child protective services, and medical / hospice practice. These experiences as a helping professional are core to my identity and have been very rewarding. For those of you interested in this path, this course should be enlightening and beneficial.

REQUIRED TEXTBOOK & ADDITIONAL READINGS

The required text is:

Andersen, M. & Collins, P. (2020). *Race, class and gender: An Anthology* (10th Ed.). Belmont, CA: Wadsworth-Publishing.



The text is available from the UNT Bookstore. Search for this information at the UNT bookstore using the following link: [UNT Bookstore](#) (Select SOWK as Department, Course is 4540, Section is 900/ 950)

Supplemental Readings

Additional readings will be periodically assigned as indicated in the course outline section of this syllabus. These materials are available in E-reserves (electronically) through the UNT library. These reading assignments may be accessed by clicking on the link for the reading assignment within the module or from this syllabus. A listing of all the readings is also available on the library E-reserve site by clicking this link: [Supplemental Readings](#)

Note: You can only access these supplementary readings by signing into the library E-reserve site using **three different steps**: 1) Enter your own UNT assigned EUID, 2) Enter your own UNT password, and 3) Type in the special password assigned for this course only, which is “4540sum20.” Please note that this course password is case sensitive.

METHODS OF INSTRUCTION

My teaching approach for this course is to encourage reflection of critical and challenging issues through a safe and open environment. Also, I believe this topic requires that you venture on a personal journey. As such, this course relies heavily on your engagement in the learning process. Multi-methods will be used such as readings, activities, case analysis, simulations, exercises, films, and a general exchange of ideas through discussion. Also, the readings assigned will challenge you to think more critically and explore your feelings regarding sensitive and provocative issues. All of these efforts are geared toward helping you develop as future professionals.

TECHNICAL REQUIREMENTS / RESOURCES

The following information will assist you in preparation for the technological aspect of the course.

Student Technical Support

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website information

UIT Help Desk: <http://www.unt.edu/helpdesk>

Browser Requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>

Computer Labs: located at: <https://computerlabs.unt.edu/location-labs>

Minimum Skills Needed: Using the learning management system, Using email with attachments, Creating and submitting files in commonly used word processing program formats, Copying and pasting, and Downloading files.

Academic Support & Resources: <https://clear.unt.edu/canvas/student-resources>

ACCESS & NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: <https://unt.instructure.com/>. You will need your EUID assigned password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <https://ams.unt.edu>.

What Should Students Do First?

Once you have accessed Canvas, begin with the "Start Here" link located on the Home Page. This link provides several guides on how to use Canvas; please review these if you are new to Canvas. Next, review the syllabus by clicking it on the Navigation Menu located on the left side of the Home Page. You will then be ready to begin work on the course learning materials by starting with Module #1. Pay special attention to the "Assignments" page of each module which will indicate all assignments due – complete these on time!

How is the Course Organized?

The content for this course is structured in a series of 10 Learning Modules that include readings, assignments, activities, and exercises to assist you in achieving the learning objectives/outcomes. Typically, each week a new learning module will open; however, occasionally, a learning module may be available for several weeks. There is some overlap with the Learning Modules in that a new module may open before assignments are due for the previous one. This allows one to get a head start on new modules if desired.

In Canvas, you will log into the course to access the learning content. Click “Modules” from the menu on the far left side of the computer screen. Next, click on the appropriate module assigned for the week as noted in the syllabus. The modules supplement information available in your text to facilitate the learning of new content.

Server Unavailability or Other Technical Difficulties

UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation (*this exception applies to difficulties with UNT systems and not students’ personal computer issues*). You should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. **In case of difficulties, you may always submit assignments by the due date through email – there will not be a penalty for doing this!**

Orientation

As a student, you may use the Canvas Student Guide to answer your questions and help you navigate the course related to this platform at: <https://community.canvaslms.com/docs/DOC-10701>.

Being a Successful Online Student (Resources)

- [What Makes a Successful Online Student?](#)
- [Self Evaluation for Potential Online Students](#)

COURSE POLICIES

Academic Integrity

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students. Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

1. Admonition. The student may be issued a verbal or written warning.
2. Assignment of Educational Coursework. The student may be required to perform additional coursework not required of other students in the specific course.
3. Partial or no credit for an assignment or assessment. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. Course Failure. The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT's Policy on Student Standards of Academic Integrity and students' right to appeal are available at <https://policy.unt.edu/policy/06-003>

Disability Accommodation

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at 940.565.4323. Specific information on UNT's policies related to disability accommodations is available at <http://policy.unt.edu/policy/16-001>

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

Student Conduct

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings. A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

Campus Carry & Concealed Handguns

In accordance with state law and UNT policy, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about UNT's concealed handgun policy at <https://campuscarry.unt.edu>.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all currently enrolled students. Please make certain to update your phone numbers at <https://my.unt.edu/>. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. UNT's Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Professional Etiquette

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If you are not certain about an instructor's education credentials, you should address them as "Professor." It is not appropriate to call the instructor by his/her first name unless given permission. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor's last name
- Master's degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor's last name
- Law degree (J.D.) you should address them as: Professor Instructor's last name

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (e.g., Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted. Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be civil even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.

The same guidelines for citizenship or conduct that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members, teaching assistants, and the professor in this setting.

Requests to drop the class

We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option. Know there are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at

<http://registrar.unt.edu/regISTRATION/dropping-class>. Check with the Registrar's Office/UNT Academic Calendar on deadlines for withdrawing or dropping a class (<http://catalog.unt.edu/content.php?catoid=22&navoid=2386>)

Requests for an Incomplete

Students must meet specific criteria to be eligible to receive an incomplete in a course. Review these guidelines on UNT's Incomplete Grade policy is available at <http://registrar.unt.edu/grades/incompletes>.

Acknowledgement of Expectations

One of the most important skills to use in this course is to follow instructions. Unfortunately, we often hear from students about not understanding expectations during the last weeks of the semester...far too late! For this course, you will need to review and verify your understanding of the expectations required for the semester. This may prevent misunderstandings which often drastically impact grades. Carefully review the syllabus. Then, in Canvas, take an online survey to acknowledge each statement presented. This demonstrates you have read and understand the assignments, policies, and instructions indicated in this syllabus!

Copyright Notice

Some or all of the materials available in this course may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Please comply with these requirements.

Safe Environment Policy

Due to the sensitive nature of our course content, you may experience a range of reactions, opinions or emotions; making the concept of safety very important. This class will provide a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. This means we will not attack one another but listen appropriately and be civil; even when we disagree. However, we must also challenge ourselves to take risks and be willing to make mistakes in our learning; this means we may have to forgive one another in this process. There is no guarantee that you will not be uncomfortable through this effort, but hopefully you will make significant progress as a result.

Diversity Policy

You are encouraged to contribute your personal perspectives and insights throughout this course. You must, however, refrain from offensive language (swearing) or remarks offensive to peers of particular nationalities, ethnic groups, sexual preferences, religious groups, gender or other ascribed statuses. This will not be tolerated and may result in discipline or course failure. Again, common courtesy and respect must be extended to all to learn from all!

Syllabus Change Policy

Rarely will the syllabus, course information or due dates change; however, in extreme circumstances it may be necessary. If this is the case, efforts will be made to ensure that any changes do not adversely impact students.

Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

COURSE REQUIREMENTS

Attendance “Log-In”

In order to be successful in this class you are expected to log into the course a minimum of 4 to 5 times per week!

Assignments

Students must complete assignments as specified in this syllabus, learning modules, or other informational materials. Each week read the Learning Module and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, tests or other assignments. The learning modules will be released in plenty of time for you to complete assignments, which are usually due on Sunday nights (*See specific dates as listed in the “Course Outline” section of this syllabus with closing dates highlighted in red*). For organizational purposes, put all important assignment due dates in your own personal calendar!

Carefully review the “**Assignments**” page in each module for a summary of all required assignments. Assignments are typically due before midnight on the due date and will be closed and locked after this time period. However, the learning modules and course content will remain open and available for your ongoing educational needs.

Late Work!

Students must adhere to the posted due dates as late assignments will **not** be accepted or graded. Do not wait until the last day to submit assignments – as potential problems are unpredictable! Also, do not submit assignments after the deadline thinking there will be some exception in your case. Instead, work on the next assignment to ensure it is submitted on time! Allow yourself a minimum of several hours to upload documents – many students report their computers freeze!

Remember, even one minute late means it is late! (*Note: rarely will university policies supersede these requirements*)

Discussion Forums

Students will be required to communicate regarding course concepts through the discussion forums. Make every effort to understand the expectations for these postings (see *guidelines on access, grading criteria, and deadlines as located in this syllabus or posted online in the General Information Module*). Remember to use proper etiquette/protocol for participating in the online discussion forums; be respectful, courteous, and professional! You must respond to four self-selected Discussion Forums for the semester out of eight (*however, make sure you complete all other assignments in each module*). If more than four are completed only the highest of four will be calculated in the final grade.

Open Discussion Forum:

An Open Forum will be available throughout the course for any student to post issues/concerns. Students may use this as a place to offer assistance to one another related to the course. This forum is not frequently moderated but we will work to prevent inappropriate postings. The Instructor or Teaching Assistant(s) for this course may periodically respond to issues posted related to assignments, access, problems, or other needs as necessary.

Instructor Responsibilities and Feedback

My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content.

The Instructor and Teaching Assistant(s) will try to respond to you in a reasonable timeframe (typically within 3 business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends/holidays. Feel free to reach out as needed.

Readings

Just as in a face to face class, readings are assigned weekly as indicated in this syllabus. All assigned material must be read to complete module assignments. The text is selected to provoke and challenge you. You are encouraged to openly declare your opinions, feelings, and reactions to course topics and are free to disagree. Weekly discussions, films, tests, or exercises are also used to enhance your knowledge and understanding of course content and readings.

Confidentiality Agreement

It is essential that we support one another throughout this course in our effort to better understand others and ourselves. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the context of this course. However, you may choose to discuss any areas of concern in private with the instructor.

Please Note these General Requirements that Highlight Success for this Course:

1. Access and follow all course instructions found in each of the weekly modules of Canvas.
2. Read all online modules in the course by opening the appropriate modules by the dates specified in this syllabus (see *Course Outline section*). Students must also read any supplementary materials as indicated in this syllabus and posted on the UNT library website.
3. Complete all assignments as specified in the syllabus, module or other course materials. Assignments will typically be submitted electronically in Canvas. However, it is also acceptable to submit assignments by email if necessary.
4. Complete tests or Quizzes as required. These are accessed in their respective Modules.
5. Respond to four online course discussion forums (available in most Modules).
6. Complete three major projects in accordance with the instructions in this syllabus and other guidelines provided. Failure to follow directions will result in severe penalties or a failing grade.

COMMUNICATION

The following provides information on the communication processes for this course:

Students may use the 'inbox' in Canvas to communicate with the instructor, teaching assistants, or other students in this course. Students are responsible for ensuring that they receive notifications in Canvas regarding course information in a timely manner. The default is the students' UNT email account. Students may choose to add additional email addresses or change their default email to receive notifications of course information (*see Canvas Guide*). Students also have the option of using direct emails.

Professional communication is emphasized in this course (*see page 6*). Upon receipt of inappropriate emails, students will be asked to compose a professional e-mail before a response is sent. Also emailing your instructor should not take the place of face-to-face conversations as needed.

Announcements

Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. Make sure notifications for announcements are enabled on your settings in Canvas.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to: <http://www.succeed.unt.edu>

COURSE EVALUATIONS

The completion of a Student Evaluation survey is a requirement for all classes at UNT. This survey will provide each of you with a chance to comment on the teaching in this course. I am very interested in the feedback as I work to continually improve my teaching. The SPOT (Student Perceptions of Teaching) survey will be made available towards the end of the semester. Pay attention to any announcements regarding when the survey is open and available. You will receive a link specific to this course for the survey. Bonus points may be available. Your feedback is appreciated!

COURSE OUTLINE

All dates in **red** indicate when weekly or other assignments are **due** and **close** (typically by **11:59 PM**).
 Note that all assigned article readings from the required text are identified by number. Also, please understand that the course related links below work only if you view this syllabus inside the Canvas portal

DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
Modules 1 & 2 Open by June 1: All Assignments for both Modules due June 7, 11:59 PM			
Module 1	Introduction to Course. Course purpose and expectations; Overview; understanding and sharing.	Read the 'Start Here' Module <i>This is a brief orientation about UNT eLearning. Complete this unit first</i> Read Syllabus Read Learning Module 1 in Canvas	Complete the "Start Here" unit and all required assignments as specified in Learning Module 1
Module 2 Week 1	Exploration of Social Identity. Understanding social identity models; Meaning of Intersectionality. Examination of personal identities and social location.	Read Learning Module 2 Read Text: <i>Why Race, Class & Gender Still Matter</i> (Read Part I Introduction), and Text Articles 1, 2, 5, & 9 Read Supplemental Readings located in the UNT Library Resources at these links: Who am I? & Who Are My People	Complete all required assignments as specified in Learning Module 2
Module 3 Open by June 1: All Assignments for Module due June 14, 11:59 PM			
Module 3 Week 2	Understanding Systems of Oppression. Mechanisms, forms and features of discrimination or oppression; hierarchical nature. Powerlessness & marginalization; Understanding multi-levels of oppression	Read Module 3 Read the following: Oppression - by Marilyn Frye Five Faces of Oppression Read Supplemental Readings located in the UNT Library Resources at this link: Theoretical Foundations	Complete all required assignments as specified in Learning Module 3 Due: June 14 Test # 1 (Test on Supplemental Articles: Oppression, Five Faces, and Theoretical Foundations) <i>Deadline to sign up for topic if Human Rights option selected</i>

DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
Module 4 Open by June 1: : All Assignments for Module due June 21, 11:59 PM			
Module 4 Week 3	Classism. Myth of “classless society” and stereotypes. Portrayal of interracial relationship of economic deprivation, intersectionality; Consequences of classism.	<i>Read Module 4</i> <i>Read Text Articles: 13, 14, 15, 16, & 26</i>	Complete all required assignments as specified in online Learning Module 4
Module 5 & 6 Open by June 12: All Assignments for Module due June 28, 11:59 PM			
Module 5 &	Sexism & Gender Identity/Difference. Gender norms and identification. Historical influences. Myths and stereotypes of sexism. Social construction of sexism and consequences.	<i>Read Module 5</i> <i>Read Text Articles: 4, 17, 18, 19, 20, & 23</i> <i>The following are some Supplemental Readings which are optional and located in the UNT Library Resources at these links:</i> He Works She Works Night to His Day	Complete all required assignments for <u>Module 5</u> and <u>Module 6</u> as specified in the respective online Learning Modules
Module 6 Week 4	Heterosexism. Confronting biases and negative attitudes; reviewing historical timelines. Exploring sexual identity; Power of homophobia in society and stigma.	<i>Read Module 6</i> <i>Read Text Articles: 21, 22, 24, 30, & 50</i>	

DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
Module 7 Open by June 12: All Assignments for Module due July 5, 11:59 PM			
Module 7 Week 5	Racism. Understanding ethnicity, socialization, Cycle of racism; unconscious and intentional forms of racism. Framework on web of racism as a form of oppression; Systems of racism at multiple levels.	Read Module 7 Read Text: <i>Systems of Power & Inequity</i> (Read Part II Introduction) and Read Text Articles: 5, 10, 11, 37, 46,& 48 Read the Supplemental Reading located in the UNT Library Resources at this link: Hardiman-Jackson Model Review this figure on institutional racism: Web of Racism Supplemental Reading: Cultural Humility	Complete all required assignments as specified in online Learning Module 7 Due: July 5 Test #2 (Test on Racism, Hardiman-Jackson, Cultural Humility)
Module 8 Open by June 12: All Assignments for Module due July 12, 11:59 PM			
Module 8 Week 6	Privilege & Power: Dynamics of power and privilege based on social categories; life experiences as shaped by privilege. Understanding system of power and domination as it relates to privilege.	Read Module 8 Read Text Articles: 6, 7, 8, 12, 38, 39 Read Supplemental Readings located in the UNT Library Resources at these links: The Social Construction of Difference The Cycle of Socialization Review these: Cycle of Socialization – Figure Matrix of Oppression - Figure	Complete all required assignments as specified in online Learning Module 8 Self-Discovery Project Due: July 12
Module 9 Open by June 19: All Assignments for Module due July 19, 11:59 PM			
Module 9 Week 7	The Helping Process. Differences in communication styles, strategies for practice. Incorporating strengths, enhancing competence. Individualism & Collectivistic orientations. Interviewing strategies.	Read Module 9 Read at least one of these Supplemental Readings as relevant to your Diversity Interview Project. They are located in the UNT Library Resources at these links: Setting the Right Tone Cross-Cultural Interviewing (Chapter 12) Cross-Racial Clinical Work Multicultural Counseling: Issues & Techniques	Complete all required assignments as specified in online Learning Module 9 Diversity Interview Due: July 19

DATES	TOPIC	REQUIRED READINGS <i>Text or Supplemental</i>	ASSIGNMENTS
Module 10 Open by June 19: All Assignments for Module due July 23, 11:59 PM			
Module 10 Week 8 <i>Module opens earlier to assist with the Human Rights assignments</i>	<i>Human Rights & Social Justice.</i> Exploring meaning of human rights and social justice. Understanding guidelines, legal documents, and violations. Role of advocacy and action strategies in the promotion of human rights and social justice.	Read Module 10 Read Text Articles: 40, 41, 42, 43, & 49 Read Supplemental Readings located in the UNT Library Resources at these links: Universal Declaration of Human Rights The Cycle of Liberation Applying Human Rights to Profession Cycle of Liberation - Figure	Complete all required assignments as specified in online Learning Module 10 Human Rights Project Due: July 22 Due: July 23 Test #3 <i>(Test on UDHR, Liberation, & Applying Human Rights)</i>
Remaining End of Semester Assignments Due for Week 8			
<p style="text-align: center;">Cultural Immersion Activities</p> <p>Option 1) Human Rights Project <i>(if applicable)</i>: If you elected to complete the Human Rights Project, the final Human Rights Project must be completed in the Wiki site by July 22, 11:59 PM <i>(you will only be graded according to what is completed by deadline)</i></p> <p>Option 2) Service Learning Project <i>(if applicable)</i>: Complete Reflection Paper (length should be a minimum 1200 words). Also, complete the required Log to document 16 Service Learning hours <i>(mandatory to receive a grade)</i>. Ensure the log has a verified signature from an agency representative in order to receive a grade – submit both; must be received by the due date, July 23, 11:59 PM.</p> <p>Option 3) Combined Second Life & Service Learning Project <i>(if applicable)</i>: Complete both the Second Life Reflection Paper (length should be a minimum 525 words) & the Service Learning Reflection Paper (length should be a minimum 1200 words). Upload the snapshot of your altered avatar. For the Service Learning Project, scan the Log to document 8 service learning hours with a verified signature from an agency representative – submit all by the due date, July 23, 11:59 PM.</p> <p style="text-align: center;">REMEMBER TO COMPLETE THE COURSE EVALUATIONS!</p> <p style="text-align: center;">THANKS FOR YOUR HARD WORK THIS SEMESTER!!</p>			

ASSIGNMENT DETAILS

The following assignments help facilitate students' attainment of the stated course goals and objectives:

Weekly Assignments	Weight, Points, Details & Rubric	Due Date
<p>Exercises</p> <p>Throughout the semester, some modules may have special exercises or assignments required (such as Mosaic, creating an Identity Wheel, Action Plan etc.). All details will be specified in the module. Pay special attention to the "Assignments" page of each module. Please ensure that you complete all exercises by the required due dates.</p>	<p>Exercises</p> <p>Total 150 Points</p>	<p>Refer to each Learning Module for specific details on any exercises</p>
<p>Discussion Forums & Participation</p> <p>It is expected that you periodically engage in discussion/debates with your peers to demonstrate critical thinking, clarity and quality (not quantity) reflections for the semester. You <u>must</u> integrate and reference the readings to demonstrate your understanding and knowledge base in order to earn full points. Review the grading guidelines and rubric to understand how your contributions will be graded (<i>located in "General Information" Module or click column on the right</i>). You are required to post to only four (out of eight), self-selected, Discussion Posts (<i>you will not receive credit for more than these; but if you post more than four you will receive credit for the highest of the four</i>).</p> <p>Additional participation points can be earned by sufficiently contributing to the learning community and interacting with others (<i>for example replying to others' posts through encouragement, asking deep questions, challenging others' learning, etc</i>).</p>	<p>Discussion Forums (23 Pts each)</p> <p>Total 92 Points</p> <p><u>Discussion Guidelines & Rubric</u></p>	<p>4 Required Discussion Postings for semester</p> <p>Note that Discussion postings are typically due on Sundays by 11:59 PM</p>
<p>Tests</p> <p>There are three tests for this course which will cover specified materials (textbook, videos, supplementary reading assignments etc). The tests are open book so students may use notes, the text, and other materials while taking the test. However, students must not collaborate with other students for answers. These exams will be formatted as multiple-choice and true/false. Tests become accessible on the date they are set to open.</p> <p>Each test is timed and must be completed within 60 minutes after starting it; so you need to read the text/other material before attempting to take it. Also, please review the on-screen instructions carefully before starting.</p>	<p>3 Tests</p> <p>Points vary in range from 40 – 58 each</p> <p>Total 158 Points</p>	<p>Test # 1 June 14 11:59 PM (Systems of Oppression, Module 3)</p> <p>Test # 2 July 5 11:59 PM (Racism, Module 7)</p> <p>Test # 3 July 23 11:59 PM (Human Rights, Module 10)</p>
<p style="text-align: center;">Weights & Points (Exercises, Discussion & Tests)</p>	<p style="text-align: center;">Weight 40% 400 Points</p>	

MAJOR PROJECTS

There are three major projects required for this course to help you gain the knowledge, values and skills needed as a helping professional. A brief description of these assignments is provided below. Additional details / handouts are available in the [Major Projects Module](#) in the Canvas. Also, below are some links to detailed guidelines or rubrics on assignments in the middle column below (*links only work if you are logged into this Canvas course*). Note it is not acceptable to turn in hand-written assignments and all components must be typed. Also, all of these assignments must be submitted by the specified due date as late assignments will not be accepted. Remember, at the college level, it is expected that all instructions are followed. Ask if you have questions!

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
<p><i>Self-Discovery Project</i></p> <p>This assignment requires that you <u>write a paper</u> (between 1875 to 2500 words) critically examining “self” as it relates to <u>all</u> of the required components (<i>see Sections I through VI as detailed in the Self-Discovery Guidelines by clicking the Overview of Major Projects link on the home page or the column to the right</i>). Use the Template on page 3 of the guidelines to outline your paper. It must address personal history, social/racial identity, values, beliefs, biases, experiences of privilege/oppression, and understanding of ‘difference.’ The paper is worth a maximum of <u>100 points</u>.</p> <p>You must also complete the worksheets worth a maximum of <u>100 points</u>. Note: Make sure you attach the <u>6 required worksheet</u> (plus the extra credit poem if desired).</p> <p>Only components submitted on time will receive a grade. You are encouraged to work on this weekly as we examine various topics throughout the modules. This will prevent you from becoming overwhelmed by the due date. Carefully review all guidelines, worksheet attachments, and the rubrics for this assignment!</p>	<p style="text-align: center;">20% 200 Points</p> <p style="text-align: center;">Self-Discovery Guidelines</p> <p style="text-align: center;">Self-Discovery Rubric</p>	<p style="text-align: center;">Due: July 12 11:59 PM</p> <p style="text-align: center;">Submit in Canvas</p> <p style="text-align: center;">You are welcome to submit this early</p>
<p><i>Diversity Interview</i></p> <p>You will interview someone who is different from you along a minimum of 3 or more dimensions (<i>for example, there may be differences in age, race, ethnicity, gender, ability/disability status, religion, sexual orientation, social economic class, immigration status etc</i>). Try to interview someone who can give you the broadest experience in understanding diversity because you will have to address these issues in an Interview paper. You will submit a “Diversity Interview” analysis paper (<i>1500 words minimum</i>) to address <u>all</u> required components in Sections A and B detailed in the Diversity Interview Guidelines. This assignment should demonstrate your understanding of the many aspects of diversity or social location in determining one’s experiences.</p> <p><i>You are welcome to reach out to classmates in this class in an effort to find someone to interview. Make sure you plan and identify someone early in the semester for this assignment!</i></p>	<p style="text-align: center;">20% 200 Points</p> <p style="text-align: center;">Diversity Interview Guidelines</p>	<p style="text-align: center;">Due: July 19 11:59 PM</p> <p style="text-align: center;">Submit in Canvas</p> <p style="text-align: center;">You are welcome to submit this early</p>

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
Choose only <u>one</u> out of these three Cultural Immersion Activities below:		
<p>Option 1) Human Rights /Social Justice</p> <p>You will select a topic and examine a human rights and social justice issue from a <u>global</u> perspective. This requires exploration of a social condition or problem to address the impact of power & privilege, oppression & marginalization. You must sign up for a topic by June 14 which must then be approved by the instructor. Once approved for a topic, you may <u>not</u> later switch to a different topic or Cultural Immersion Activity! This can be a joint project with no more than <u>two</u> team members (<i>prior approval is required, see Team Criteria</i>); You are responsible for finding a team member.</p> <p><i>*Caution – many students do poorly with this assignment because they do not follow directions and tend to put in limited effort at the last minute. It will be difficult to earn the full points!</i></p> <p>You will develop an online presentation using a Wiki (similar to a webpage) – so this gives you the ability to present information in a creative manner (pictures, graphs, video, art etc). You will present research that addresses the various characteristics of oppression (<i>You must address <u>all</u> six areas indicated in the guidelines. For more information click the Overview of Major Projects link on the home page or the link on the column to the right).</i> This assignment requires self-learning this platform or collaborative system – PBworks, which is outside of UNT and outside of Canvas; so it is not recommended for those who are not up for this extra effort.</p> <p>You must submit the final product by July 22 at 11:59 PM.</p>	<p>20% 200 Points</p> <p>Human Rights Guidelines</p> <p>Information for Project (Topics, Wiki, Team Criteria, Narrow Topic)</p> <p>Wiki Resources</p> <p>Human Rights Rubrics</p>	<p>Sign-up for Topic by June 14 11:59 PM</p> <p>Final Product Due: July 22 11:59 PM</p>
<p>Option 2) Service Learning – 16 hours</p> <p>You will immerse yourself in a community based agency that serves diverse oppressed, vulnerable, or marginalized populations. You must identify an agency from the <u>approved</u> list for this course (<i>See details by clicking the Overview of Major Projects link on the home page or the link to the right</i>), then make contact with the agency to determine if a placement is possible. Make sure you begin your placement <u>early</u> in the semester to avoid unforeseen problems. If you are interested in an agency that is not on this list you <u>must obtain prior approval</u> (or risk receiving a zero for the project). All required hours must be completed by July 23 but you are encouraged to complete them earlier! Caution, you must complete all hours <u>and</u> sufficiently address all components of the Reflection Paper to earn the full 200 points.</p> <p>The Service Learning <u>Reflection Paper</u> should be <i>1200 words</i> and relate to the agency and your experiences (<i>All four issues must be addressed as indicated in the Guidelines</i>). Also, this course requires a specific log to outline your activities and report your hours. The course Log must also be signed by both you and an agency representative. However, if your agency does not permit representatives to sign the course log, but instead maintains an agency log with <u>signatures</u> - fill out the course log to detail your activities and provide a copy of the agency log for verification. The Reflection Paper and Log(s) with signatures must be submitted by the deadline to earn credit. If all these components are not met the project may not be graded.</p>	<p>20% 200 Points</p> <p>Service Learning Guidelines</p> <p>Approved Agencies</p> <p>Service Learning Log</p>	<p>Due: July 23 11:59 PM</p> <p>Submit paper & log in Canvas</p> <p>You are welcome to submit this early</p>

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
<p>Option 3) Combined Second Life <u>plus</u> Service Learning (8 Hours) Project</p> <p>You will participate in virtual (computerized) learning through the Second Life (SL) software program. If you select this assignment you are responsible for learning how to use it. This assignment is unique and has the potential to help students explore the world virtually and increase their understanding of others on a wider basis. Through Second Life, you can experience virtual field trips, activities, and interaction with others worldwide; allowing exposure to unlimited and diverse opportunities. You will complete required activities as indicated in the project guidelines (<i>see the Overview of Major Projects link on the home page or click the link on the right</i>).</p> <p>You must <u>write a Second Life Reflection Paper</u> (<i>should be 525 words</i>) that addresses <u>all</u> components as outlined in the guidelines.</p> <p>You will also complete 8 hours of service learning as described above in option two (<i>make sure you find an agency that will allow only 10 hours</i>). Select an approved agency or get approval for one not on the list. You must follow all the other requirements for the Service Learning portion of this requirement according to the detailed instructions above.</p> <p>You must <u>write a Service Learning Reflection Paper</u> (<i>should be 1200 words</i>) for the 8 Service Learning hours. You must also scan and submit the required Log documenting your 10 hours (<i>the log must be signed by yourself and an agency representative</i>).</p> <p>All documents (<i>Second Life Reflection Paper, Service Learning Reflection Paper, and Signed Log reflecting 8 Service Learning hours</i>) must be submitted at the same time (due by July 23, before midnight).</p>	<p>20% 200 Points</p> <p>Second Life Guidelines</p>	<p>Due: July 23 11:59 PM</p> <p>Submit in Canvas</p> <p>You are welcome to submit this early</p>
Points for Major Projects	Weight 60% 600 Points	
TOTAL POSSIBLE POINTS FOR COURSE	1000 POINTS	

ASSESSMENT & GRADING

This course includes a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on a module and complete various assignments, activities, discussions, readings, etc. Modules are typically open for a minimum of 10 days. They will normally open on Friday mornings and assignments are typically due and close on Sunday evenings before midnight.

Tests

The tests for this course are administered through Canvas and can only be completed one time. All tests are open book; however, you may not team up with other students to take any tests (*this is cheating!*). Please read the on-screen instructions carefully before you begin. Also, it is strongly recommended that you use a wired internet connection while taking tests instead of Wi-Fi (*as it is more reliable*); and you need to save your answers often (every 5-10 minutes). The tests will be timed; so if you exit the system, the timer continues to count down. Tests are not be accessible once the time expires or past the due date.

If you are uncomfortable with testing online, you may choose to complete tests during hours when the Help Desk is open. If you lose Internet connectivity during the tests, log back in immediately and try to continue on with the test. If you are unable to complete your test because of problems, you must contact the Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Resolutions regarding exam issues will be made by the instructor on an individual basis depending on this documentation (*it must be an issue related to Canvas; not personal computer problems*). Don't wait until the due date to complete tests in case you experience computer difficulty.

Assignment Submission Instructions

All assignments should be submitted in Canvas during the timeframes the available links are open. Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment (*for example, PDF, Microsoft Word, Word for Mac, or Rich Text*). Always carefully follow instructions for assignments!

If technology difficulties occur prior to a deadline, contact the helpdesk and obtain a ticket number. **Assignments can always be submitted by email if needed. It will only be graded if it is sent before the due date and time!** Late assignments are not accepted unless there was a verifiable and documented technical issue with Canvas (*not related to students' personal computer difficulties*). Always keep a copy of your work before submitting it in case glitches or errors occur.

Points

The method of grading for this course is strictly based on a point system. The table below specifies how grades will be earned in the course. Due to the size of the class, students will have to wait several weeks for grading of any assignments.

TOTAL POINTS POSSIBLE FOR SEMESTER = 1000

Points	Grading Scale
900-1000 +	A
800-899	B
700-799	C
600-699	D
599 and below	F

Carefully review all assignment instructions, details/guidelines, modules, syllabus, grading rubrics or other criteria to understand how assignments will be graded.