A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. Description of Course Content

Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. This course is required for admission to the Bachelor of Social Work (BSW) program. Offered as AAST 3317, SOCW 3307 and MAS 3319; credit will be granted in only one department.

C. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, the main foci are competencies 2, 3, 7, and 8.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of
inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**D. Required Textbooks and Other Course Materials**

There is no required textbook for this course.

Required weekly readings can be found on Canvas under the relevant module for the week. Readings will consist of open access resources, including peer-reviewed manuscripts, podcasts, videos and documentaries, as well as news stories, op-eds and narratives. It is expected that students will complete these readings prior to class.

**E. Additional Recommended Textbooks and Other Course Materials**

N/A

**F. Descriptions of Major Assignments and Examinations**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (6 Postings)</td>
<td>30 (5 points each)</td>
</tr>
<tr>
<td>Privilege &amp; Self-Reflection Essay</td>
<td>10</td>
</tr>
</tbody>
</table>
Discussion Boards (30 points)

There will be a total of 6 discussion postings over the course of the semester. The instructor will post a discussion topic, which may be in the form of a podcast, video, or article, and ask a series of questions. Each student is responsible to post 100-150 word response to the post. The post will be made available a week prior to the due date and all students have a week to submit their response. Late posts will not be counted. A student who posts a late comment will receive zero points.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning (below 70%)</th>
<th>Developing (70-79%)</th>
<th>Accomplished (80-89%)</th>
<th>Exemplary (90-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas, Arguments, &amp; Analysis</td>
<td>Ideas expressed lack an understanding of the discussion topic. Comments are irrelevant, off-topic, and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples.</td>
<td>Ideas expressed show a minimal understanding of the discussion topic. Comments are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas with limited analysis, original thought, and/or supported viewpoints.</td>
<td>Ideas expressed are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part. Viewpoint is supported with evidence and/or examples.</td>
<td>Ideas expressed include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking and analysis with evidence and examples. New insights are evident with prompts to further discussion of topic.</td>
</tr>
<tr>
<td>Connection to Course Materials</td>
<td>No connections are made to readings or other course materials and/or if made, are not clearly stated and are largely personal opinions.</td>
<td>Minimal direct connections are made to readings and/or other course materials. Connections are unclear.</td>
<td>Some direct connections are made to readings and/or other course materials and are clearly stated for the most part.</td>
<td>Strong, direct connections are made to readings and/or other course materials and are clearly stated.</td>
</tr>
<tr>
<td>Contribution to Learning Community</td>
<td>Minimal contribution to the learning community. Disengaged from other posts and/or has a negative effect through misrepresenting content in other posts, inappropriate comments made, and/or attempts to dominate the discussion.</td>
<td>Somewhat contributes to the learning community but the focus is generally on own posts. Occasionally interacts with others’ postings but little attempt to involve other students in the discussion. Short statements such as “I agree with...”.</td>
<td>Contributes to the learning community. Often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others. Interacts respectfully with students.</td>
<td>Effectively contributes to the learning community to motivate group discussion. Initiates dialogue and motivates group discussion by providing feedback to students’ postings, asking follow-up questions, and through thoughtful, reflective comments. Respectfully encourages a variety of viewpoints and invites contributions from others</td>
</tr>
</tbody>
</table>
Privilege and Self-Reflection Paper (10 points)

An important first step in this class is to thoughtfully consider your own experiences of privilege and marginalization. The first assignment for this class is a self-reflection or cultural autobiography to answer the question of “Who Am I?” This is a critical analysis, self-reflective paper.

As this class will examine issues related to diversity, this assignment will focus on examining your own perspectives related to your intersectional identities, including race, ethnicity, gender and sexual identity, ability, language, class, age, and religion.

In coming to this class ready to learn new materials and histories, it is essential that we come to understand ourselves, how our perspectives have been socially constructed, and the ways in which we were raised, and how our lived experiences have influenced our perceived identities. We receive messages from our socioecological setting (from individual biases to institutional and systemic level practices) that influence our values, attitudes, beliefs, and biases.

As you tell your story, reflect on how your lived experiences have shaped how you value and evaluate the world around you, how it has shaped your thinking, your behavior, your values, attitudes, and belief systems. This paper is an exploration not only of ‘who you are’ but why you have the opinions, beliefs, assumptions, stereotypes and biases that you have – where to they come from and how have our own experiences shaped how we see the world around us.

Content

Describe and critically examine your own social identities

1. With what “groups” do you identify with and how do you associate with the word “diverse” or “different” –Can you provide an example (a memory) in which you have felt different? This can be positive or negative - but describe what made this memorable, how this impacted your view of your own difference, and how this informed the ways in which you perceive otherness? (worth 20%)
2. What are the ways in which you have accessed privilege with respect to these identities? What are some ways in which your identities have shaped your values, beliefs, and goals? (worth 20%)
3. What types of messages (implicit or explicit) have you received from others? Examine this on an individual
and institutional level – what are the ways in which individual (your family, your friends) and institutional (schools, places of worship, organizations) messages have informed you about the ways in which you hold privilege and the ways in which you have been marginalized and oppressed? Be concrete and use examples, including how were you taught about race, sexual or gender identity, religion etc. (worth 20%).

4. What are the interactions you have had with those who are different from you? What messages have you heard or assumed? How was this connected to your own upbringing (think about your neighborhood, community, school, place of worship, extracurricular activities, hobbies) (worth 20%)

5. How important is “identity” in your life? Are there areas in your life where you have had difficulty coalescing your different identities or times when one identity becomes more or less important? Why? (worth 10%)

6. How will this inform your social work practice? How will this assignment make you a stronger social worker? Why is this assignment so essentially important to your growth as a social worker? For example, you may want to consider the messages you received, biases/assumptions that you have been accustomed to and how to manage these with clients (worth 5%)

Format (worth 5%)

3-4 pages. APA style. Writing is easy to read, well-organized and uses professional language. There are subheadings where appropriate and it is handed in on time and with a proper title page. Late assignments will be penalized 2 points per day.

Being a student at UTA (10 points)

The student senate passed a resolution to rename Davis Hall at UTA in April 2020. It is now being moved to the Executive Branch. Davis Hall is named after former university administrator Edward Davis. In 1940, Davis published a fictional novel, The White Scourge, where in it these words are written: “The most serious rural problem in the south is not that of soil conservation, crop production, co-operative marketing, or race relationships, but that of the biologically impoverished tribes of marginal humanity — black, white, and Mexican — subsisting on cotton.” Please see the following Shorthorn article: https://www.theshorthorn.com/news/student-senate-passes-resolution-to-rename-davis-hall-citing-alleged-racist-behavior/article_2e795c7a-7ec1-11ea-94ce-0b7b3879407e.html

In using the Shorthorn article for reference, this reflection will be to write a perspective on:

- How it feels to be a student at UTA with names, such as Davis and Hereford, written into our buildings and specifically as a student in social work. Think about how knowing this impacts you as a student and a member of the Maverick community. (worth 20%)
- Move from the specific nature of being a student at UTA to consider the overall impact of higher education on perpetuating systemic racism (and other ‘isms’ and systems of oppression). For example, you may want to reflect on your required readings in your classes (who are they written by), what does your education look like (what theories do you learn, what history do you learn), who are your instructors and faculty? This can go beyond implications of race but consider the ways in which voices of Native Americans, LGBTQ+, Religion, Age, Sex finds a place within higher education. (worth 40%).
- Lastly, please reflect on how this impacts your ability to be an effective learner. Does this change what you think you are learning and what you have learned in the past (such as in high school). (worth 30%)
- What do you think are some of your goals as a social work student? (worth 5%)

Format: 3-4 pages. APA style. Writing is easy to read, well-organized and uses professional language. There are subheadings where appropriate and it is handed in on time and with a proper title page. Late assignments will be penalized 2 points per day. (worth 5%)

Critical Movie/Book Critique (20 points)

The instructor will provide a list of pre-approved movies or books connecting to social identity, intersectionality, and systems of oppression.
Overview: (worth 5%)

Provide basic information, including:

1. Brief introduction to the movie
2. The title, director, year of movie
3. The main theme/purpose – what was it about? What was the purpose of the film and what did it look to explore?
4. What is your thesis – what will you be concentrating on – what will you be looking at? The focus of the paper is key – identify the diversity theme you will address.

Synopsis: (worth 5%)

1. Very brief summary of plot as it relates to what you will be talking about - who are the major characters/players, what is the film about, what is the central conflict or plot point of the film.
2. End the synopsis with one sentence reminder on the diversity theme you will address

Analysis and Evaluation: (worth 50%)

1. How did the director/producers achieve the purpose of the film?
2. What was effective in the ways in which diversity was explored and depicted? Do you think the film was effective at informing others about the population and as an act for social justice change?
3. What were some of the strengths and weaknesses? What was done well and what did you feel was lacking (Do you feel something wasn’t touched upon? Do you feel something wasn’t discussed?). Did the film perpetuate certain biases (whether implicitly or explicitly) that are upheld within our society or did it work to counteract stereotypes and discrimination?

Implications & Learning: (worth 30%)

1. What did you learn from the film and how did this impact your learning?
2. What was challenging about watching the film? How did the feel make you feel?
3. How can the film be used to address advocacy and social justice? What specific actions would you consider becoming involved in?
4. What are the takeaways for social work practice and if you had a client from this documentary/book?

Format (worth 10%)

5-7 pages double spaced. APA style. Writing is easy to read, well-organized and uses professional language. There are subheadings where appropriate and it is handed in on time and with a proper title page. Late assignments will be penalized 2 points.

Interview Paper (20 points)

Identify someone you would like to interview. This person needs to be someone who you view to be “culturally” different from you. The word “culture” should be used as a broad umbrella term to refer to a different social identity, which may include race, ethnicity, sexual or gender identity, age, religion, class, or ability. You may choose to define what “difference” you are interested in exploring further. The interview should be clearly focused with an eye on the challenges of cross-cultural communication and the complexities of balancing oppression and privilege.

The Process

- Contact the person you wish to interview. You can provide a copy of the questions prior to the interview.
- The person has a choice in whether or not to agree to be interviewed as well as agreeing to be recorded (if you so choose to record the interview). Ask well in advance of the assignment due date and please get verbal informed consent from the person to conduct the interview and to be recorded, if you so choose to record.
- Have a semi-structured interview guide ready – prepare some questions and some probes in case you want more information.
- Conduct the interview in a safe space – please make sure the person whom you are interviewing feels comfortable with the set-up, that they feel safe to talk, and make sure this is arranged well in advance. Make sure the person whom you are interviewing as the opportunity to say how they prefer to be interviewed.
- Please make sure that they know their interview will be confidential. This includes using a pseudonym in your write-up and not providing too many demographic details that would disclose who this person is – only I will be reading this assignment.
- Before the interview, do some initial research on the “difference” you have selected. You can ask me if you need any advice or guidance regarding useful resources. This will help you develop some questions and think about what you would like to learn about further. Think about cultural humility and what this may mean in an interview and use your social work skills related to interpersonal communication and active listening.

**Some Tips on What to Say to the Individual**

- Explain this interview is for a class
- Tell them they can completely stop the interview at any time, they can ask for a pause/break, and they do not have to answer any questions that make them uncomfortable. Their refusal should be respected.

**Content**

Sections:

**Overview (Introduction): Worth 5%**

1. Why did you choose this person?
2. What is their “difference” compared to yours?
3. What steps did you take to prepare for the interview/develop your questions? How did you inform your thinking?
4. How did you help in creating a safe space? Were there any specific things that needed to be considered?
5. What was easy/difficult about the interview? What made you feel uncomfortable or awkward?

**Intercultural Analysis: Worth 60%**

This should all be through the use of concrete and specific examples.

1. What are some of the things you learned about history, traditions, beliefs, values and lived experiences?
2. What surprised you or challenged your prior belief systems?
3. What is something you learned that you think would be critical to know as a social worker that could inform your practice?
4. What did you learn about yourself (think about your own self-reflection piece) – Were there similarities in your worldview or lived experiences? Did you notice any personal biases/assumptions?
5. Where do you think you have to grow/develop as a social worker? What are some things you want to learn more about? What did it teach you about cross-cultural communication?

**Implications: Worth 30%**

1. Reflect on the experience as a whole and discuss ways in which to make micro and macro level changes that may inform social justice reform and facilitate cross-cultural communication. How do we foster empathy, cultural humility, and listening skills?
2. In thinking about these reflections, use concrete examples on ways in which you hoped the interview went better or was easier. Your own self-growth.
3. Overall take away from this assignment (2-3 sentences)

**Format:** 6-8 pages double spaced. APA style. Writing is easy to read, well-organized and uses professional language. There are subheadings where appropriate and it is handed in on time and with a proper title page.
Late assignments will be penalized 2 points. (Worth 5%)

Some example questions:

1. How is your “social identity” evident in your life? What are some of the ways in which it plays a role in aspects of your daily living?
2. Is your “social identity” something you think about on a daily basis? How and in what ways does it shape your experiences? Are there places/institutions in which it may be more apparent?
3. Do you see any benefits/privileges in your life because of your “social identity?”
4. What are some ways in which you feel your “social identity” has disproportionately impacted you? How has it affected your learning? Your social experiences? Your opportunities for growth and development?
5. When did you first become attuned to your “social identity”?
6. If you could tell others one thing in order to facilitate and foster cross-cultural communication, what would it be?

**Overall Note**

All work needs to be submitted prior to the start of class on the given due date. Two points will be taken off per day for late assignments without written permission. Extensions will be considered on a case-by-case basis, with at least a week prior to the assignment’s due date. All assignments should be uploaded to Canvas.

**Plagiarism**

The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately. THIS APPLIES TO ALL ASSIGNMENTS IN THIS CLASS.

- All information from outside sources should be cited in APA format.
- Information from outside sources should be paraphrased in your own words. Changing a couple words from the original source does not constitute an appropriate summary.
- If you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Fantus, 2020). You must also include a full reference in your references page.
- Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Fantus, 2020, p.1).
- Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own. I have access to papers submitted previously even to other classes or institutions.
- Do not resubmit a paper that you wrote for another class assignment. This is considered “self-plagiarism.”

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words. Any students found plagiarizing (which includes using segments of another student’s paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please on’t plagiarize and ask me if you have any questions.

**Participation (10 Points)**

- Raises or facilitates discussion with peers during synchronous online sessions
- Engages in critical thinking and poses questions to the reading materials
- Attends synchronous class sessions and responds to the instructor’s and peers’ contributions
G. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This course will be online synchronous. This entails that all students arrive to our scheduled virtual classroom and be prepared to actively engage in discussions, small group work, and participate by asking questions, using the text function to make comments or provide feedback, and respond to other students’ reflections. We will also be having guest lectures throughout the semester and so there is an expectation that everyone is present to be respectful of the guest lecturer and mindful of their time. Students will be informed of guest lectures a week prior in order to have confirmation from the presenter.

Remember, participation is worth 10 points of your final grade, which comprises that each student:

- Raises or facilitates discussion with peers during synchronous online sessions
- Engages in critical thinking and poses questions to the reading materials
- Attends synchronous class sessions and responds to the instructor’s and peers’ contributions

H. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (6 Postings)</td>
<td>30 (5 points each)</td>
<td>Sept: 02, 16, 23 Oct: 14 Nov: 04, 11</td>
</tr>
<tr>
<td>Privilege &amp; Self-Reflection Essay</td>
<td>10</td>
<td>Sept 9</td>
</tr>
<tr>
<td>Being a student at UTA Reflection</td>
<td>10</td>
<td>Oct. 7</td>
</tr>
<tr>
<td>Critical Movie/Book Reflection Paper</td>
<td>20</td>
<td>Oct. 28</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>20</td>
<td>Dec. 08</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Ongoing throughout the semester</td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

I. Make-Up Exams

There are no exams in this course. All assignments need to be handed in prior to the start of class on the due date. Two points per day will be taken off for each day the assignment is late, unless there is written permission from the instructor for an extension. Permission will be assessed on a case-by-case basis but
students must give the instructor at least a week notice for any extensions.

Please note that there will be numerous opportunities for extra credit, including participating in webinars, book clubs, as well as attending Ally training with the UTA’s LGBTQ+ program. If any of these are of interest to you either at the beginning or throughout the semester, please let the instructor know.

**J. Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/26</td>
<td>Paradigms (Module 1)</td>
<td></td>
</tr>
<tr>
<td>09/02</td>
<td>Privilege &amp; Social Work (Module 2)</td>
<td></td>
</tr>
<tr>
<td>09/09</td>
<td>Racism (Module 3)</td>
<td></td>
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<tr>
<td>09/16</td>
<td>Racism (Module 4)</td>
<td></td>
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<tr>
<td>09/23</td>
<td>Indigenous and Native American Populations (Module 5)</td>
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<tr>
<td>09/30</td>
<td>Sexism (Module 6)</td>
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<tr>
<td>10/07</td>
<td>Homophobia, Biphobia, and Transphobia (Module 7)</td>
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<td>10/14</td>
<td>Immigration &amp; Xenophobia (Module 8)</td>
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<td>10/21</td>
<td>Ableism (Module 9)</td>
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<tr>
<td>10/28</td>
<td>Classism &amp; Ageism (Module 10)</td>
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<tr>
<td>11/04</td>
<td>Religious Intolerance (Module 11)</td>
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<tr>
<td>11/11</td>
<td>Cultural Pluralism (Module 12)</td>
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<tr>
<td>11/18</td>
<td>Cross-Cultural Communication &amp; Social Work Practice (Module 13)</td>
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<tr>
<td>11/25</td>
<td>THANKSGIVING HOLIDAY</td>
<td></td>
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<tr>
<td>12/02</td>
<td>Office Hours for Final Report</td>
<td></td>
</tr>
<tr>
<td>12/08</td>
<td>Wrap-Up</td>
<td></td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**K. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**L. Grade Grievances**


**M. Student Support Services**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

N. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides.......................... http://libguides.uta.edu
Subject Librarians...................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ........................ http://library.uta.edu/how-to
Connecting from Off- Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian.......................... http://ask.uta.edu

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to
provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important
deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.