



UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF REHABILITATION, SOCIAL WORK, & ADDICTIONS
HUMAN DIVERSITY FOR THE HELPING PROFESSIONS (SOWK 4540)
Spring 2012

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COURSE INFORMATION

Human Diversity for the Helping Professions
SOWK 4540, Section 810/Section 820, 3 Credit Hours
Online course - There are no mandatory online meeting times or required face to face meetings.

Professor / Instructor Contact Information

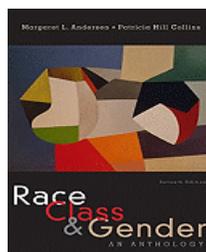
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Office hours – Tuesdays, 11:00 AM to 1:30 PM or by Appointment
Virtual office hours will be announced and scheduled throughout the semester
Instructor Email: Cecilia.Thomas@unt.edu (if Blackboard is not available). Course related communication should be made through Blackboard only
Teaching Assistant Email: Julie.McNatt@unt.edu (if Blackboard is not available). Course related communication should be made through Blackboard only

About the Instructor

I have been at UNT for over 10 years and currently teach solely in the undergraduate social work program. 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, I am hopeful that this course will be beneficial.

Required Text & Readings

Andersen, M. & Collins, P. (2010). Race, class and gender: An Anthology (7th Ed.). Wadsworth-Cengage Learning: Belmont, CA.



The text is available from the UNT Bookstore. Information is available from the UNT bookstore at the following link: [UNT Bookstore](#)

Supplementary Readings

Additional readings will be periodically assigned as indicated in the course outline section of this syllabus. These materials are available in a web page set up for this course through the UNT library. A specific reading assignment 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 may also be accessed by clicking on the UNT Library Class page icon on the home page of this course. A link to the readings is also provided here: [SOWK4540 Readings](#)

From the class library page you can only access the readings by signing into the library web page using your EUID and password. Then, you must also type in the password for this course = “**SOWK4540**” Please note that this course password is case sensitive.

Course Description

This course promotes competence for students interested in the role of helping professional or to assist you in 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.), intrapersonal processes (identity, authenticity, and basic professional behaviors), and socio-cultural processes. 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.”

We will focus on developing an understanding of those client groups who are particularly oppressed in our society due to such factors as race, ethnicity, culture, gender, age, sexual orientation, economic status, or other issues of relevance to helping professionals. Attention is also given to those groups who perpetuate such oppression and reviewing culturally relevant macro and micro strategies for work with oppressed groups.

The course goals are to help students gain competency in core behaviors in accordance with the accreditation standards of the Council on Social Work Education. The course competencies prepare students to 1) engage diversity and difference in practice; and 2) advance human rights and social and economic justice. Specific course objectives are outlined below:

Course Objectives <i>Students Will</i>	Assessment Criteria
1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Diversity Interview Module Activities / Exercises Cultural Immersion – Service Learning
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Self-Discovery Project Module Activities / Exercises
3. Understand the forms and mechanisms of oppression and discrimination	Diversity Interview; Module Activities / Exercises; Cultural Immersion – Service Learning
4. Learn to advocate for human rights and social and economic justice	Human Rights Advocacy Project Module Activities / Exercises

Teaching Philosophy

My 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 students venture on a personal journey. As such, this course relies heavily on your engagement in the learning process. Multi-methods may 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.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Hardware and software necessary to use Blackboard Learn: <http://www.unt.edu/helpdesk>
- Browser requirements: <http://kb.blackboard.com/pages/viewpage.action?pageId=84639794>
- Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
- Necessary plug-ins: <http://www.unt.edu/helpdesk/bblearn/>
- Internet Access with [compatible web browser](#)
- Word Processor

You may need to use a scanner to submit documents for the course. These may be available in various UNT computer labs on campus.

ACCESS & NAVIGATION

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Student Resources

As a student, you have access to Blackboard's [On Demand Learning Center for Students](#) and [Blackboard Help for Students](#). It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Being a Successful Online Student

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

How the Course is Organized?

Typically, each week a new learning module will open, however, occasionally, a learning module may be available for several weeks. In Blackboard Learn, open the course and access the learning content by clicking the "Learning Modules" from the menu on the far left side of the computer screen; or open the "Learning Modules" folder located on the home page. Click on the appropriate module assigned for the week as noted in the syllabus. The module supplements information available in your text and facilitates the learning of new content.

What Should Students Do First?

Once you have accessed this course, you will need to complete the "Start Here" module located on the home page of this course. Here you will complete the orientation quiz and zip code survey to access the course's content. Upon completion of the "Start here" module, you can click 'Learning Modules' located on the left menu of the course, or the 'Learning Modules' folder located on the home page. Click Module 1. There will be some assignments you need to complete in Module 1 such as a quiz regarding the syllabus and introductory activities (*see the assignments page for the module*).

Student Support

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

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: SYMR, Rm. 119

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

General Course Information

A folder titled "General Course Information" is available on the home page of the course. In this folder you will find general helpful materials such as a document on "how to be successful" and guidelines for the discussion board and grading rubric. A course schedule of important dates is also included. Please review these materials.

COMMUNICATIONS

Interaction with Instructor Statement:

The primary tool that will be used to communicate directly with students will be the Blackboard Learn "Messages" tool which is available only within the course. Do not send mail to the instructor through the UNT regular email system (due to the excessive volume). Students must be logged into the course in order to read and send messages but the system will not notify you if you have messages. Therefore, you must frequently check your messages (every day at a minimum) for course information or updates. In the Blackboard course, you will find the "Messages" tool located in the menu on the far left side of the computer screen.

Students should also send any personal concerns or questions to the professor through the Blackboard Learn messages tool. Always copy the Teaching Assistant, Julie McNatt, in the message in case I am not available. Typically, you may expect to receive a reply to your messages in approximately 3 business days.

We will also be periodically available through virtual hours throughout the semester using the chat room or Instant Messaging as available. Announcements will be made on the dates/times of these virtual hours.

Interaction with Other Students:

Feel free to make contact with your class peers throughout this course. You can contact one another using the Blackboard Learn messages tool or schedule time using a chat room. Also, an Open Forum is available for any student to post issues/concerns. This is to be used as a place where students can offer help or assistance to one another. Posts to the Open Forum will be anonymous; however, it will be moderated to prevent inappropriate postings. The Instructor or Teaching Assistant for this course will also periodically check the open forum to respond to issues.

RESOURCES

UNT Portal: <http://my.unt.edu>

UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>

UNT Library Information for Off-Campus Users:

<http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users>

UNT Computing and Information Technology Center:

<http://citc.unt.edu/services-solutions/students>

Computer Labs: *[provide information if departmental labs are available for use to students]*. General access computer lab information (including locations and hours of operation) can be located at:

<http://www.gacl.unt.edu/>

COURSE POLICIES**Virtual Classroom Citizenship**

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Safe Environment Policy:

The concept of safety is important in dealing with difficult and emotion ridden topics. This class will be a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Safety means that you 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 as we make mistakes in this process. There is no guarantee that you will not be uncomfortable through this effort but hopefully you can grow and develop as a result.

Confidentiality Agreement

It is expected that many in this course will go through a process of growth and development. As such, it is essential that we support one another in efforts to better understand others and ourselves. Due to the sensitive nature of the discussions that may take place, you may experience a range of reactions, opinions or emotions. 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.

Class Participation Policy

Students are required to log in regularly into this online course. I will use the tracking feature in Blackboard to monitor student activity. It is the student's responsibility to participate weekly as required and submit all assignments. This includes participation in all class activities such as exercises, activities, discussion board etc. as specified. Group work is a particularly important process. Students must demonstrate responsibility by interacting with group members as appropriate (using emails/messaging, phone calls, chat room etc). Also, note that efforts to engage and interact with other students which encourage participation, contribute to learning, and motivate discussion are rewarded through additional participation points (3 Points for each module with interactions and responses to others).

Readings

Just as in a face to face class, readings are due weekly as indicated in this syllabus. All assigned material must be read. 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, film, quizzes, or exercises may also be used to enhance and assess your knowledge and understanding of course content and readings.

Diversity Policy

You are encouraged to contribute your perspective and insights to class discussions. You must, however, refrain from offensive language (swearing) and remarks offensive to peers of particular nationalities, ethnic groups, sexual preferences, religious groups, genders or other ascribed statuses cannot be tolerated. Common courtesy and respect must be extended to all.

Incompletes

Incompletes are rarely assigned for coursework that is not completed within the required timeframes for the semester.

Copyright Notice

Most or all of the materials in this online course Web site are 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.

Syllabus Change Policy

Rarely will the syllabus 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.

Late Work

You must adhere to the posted due dates for all assignments. Late assignments will not be accepted.

Policy on Server Unavailability or Other Technical Difficulties

The University 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, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students 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. Your issue must be documented with a helpdesk ticket number. Considerations regarding technical issues will be made by the instructor on an individual basis based on the documentation.

Instructor Responsibilities and Feedback

My responsibility is to help students grow and learn in this course. As such, I am committed to providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content. The instructor and Teaching Assistant will also try to respond to you in a reasonable timeframe (maximum of 3 days). The methods used to provide students with feedback include messaging/emails, assignment feedback and grades.

UNT POLICIES

Student Conduct and Discipline

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive. Such conduct will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior may be referred to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct applies to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips etc. The Code of Student Conduct can be found at <http://www.unt.edu/csrr>.

The Rehabilitation, Social Work, and Addictions department puts an extremely high value on its rapport with students, in part because it is our main task to prepare them for careers in human service professions. The goal of PACS' academic programs is to prepare students for ethically and socially responsible leadership roles in public and community service careers within an increasingly diverse and complex world. As a faculty member, it is my responsibility to maintain order and fairness in class and sometimes, it is necessary to remind students of appropriate behavior in the classroom. This is necessary because problematic behaviors can set the stage for serious problems in obtaining and retaining professional employment after graduation and there is the potential to disrupt and interfere with other students' learning. Therefore, inappropriate behaviors will not be tolerated in class. In an online classroom this can include surliness and flippancy in communicating with faculty, staff and other students.

Academic Honesty Policy

You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the [Student Handbook](#) which applies to this course. Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. In the class setting, students shall follow their instructors' directions and observe all academic standards and requirements published in course syllabi and other course materials. Each student is responsible for responding to an academic dishonesty report issued by an instructor or other University authority. If a student fails to respond after proper attempt at notification, the University may take appropriate academic actions in the absence of the student. If you are in doubt regarding these requirements, please consult me before proceeding. *Plagiarism and claiming the work of others as your own will result in severe penalties.*

ADA Policy

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found [here](#). Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or call us at (940) 565-4323.

Add/Drop Policy

If necessary, it is the student's responsibility to refer to university drop policies and to adhere to any required timelines.

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://ecfr.gpoaccess.gov>. 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://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

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 / EXPECTATIONS

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, exercises, etc. Learning Modules open and are made available to you typically on a Friday morning and close on the Sunday of the following week (*open for approximately 10 days*).

How Students Should Proceed Each Week for Class Activities

Students must access the materials in this course frequently each week in order to successfully complete the course activities. You must read all of the assigned readings from your text or supplementary readings as available through the UNT library as previously discussed. The discussion forums will require that you show evidence of reading the materials. You must also carefully read through each week's Learning Module and complete any assignments posted for each week. Students must follow all directions related to submitting assignments and pay special attention to all deadlines in accordance with instructions.

Some of these key requirements are highlighted here:

1. The student will access and follow all course instructions found in the weekly modules or content areas of the Blackboard course.
2. The student will read all online modules and supplementary materials provided in the course
3. The student will complete all assignments as posted on the assignment's page for each module.
4. Online quizzes will be accessed using the 'assessment' tool in the Blackboard course (*see details on access specified below*).
5. The student will respond to posted online course discussion questions using the Blackboard discussion tool (*see details on access specified below*).
6. The student will complete and submit assignments electronically using the Blackboard assignment tool (*see details on access specified below*).
7. The student will work towards completing on-going semester projects in accordance with the instructions given in this syllabus and other information/resources available in the online course.

Assignment Submission Instructions

Students must submit assignments as specified in this syllabus, modules or detailed major projects materials. All assignments will be submitted using the Assignments Tool in Blackboard. This is located in the course in the menu located on the left side of the computer screen. Click “Assignments” and then select the appropriate assignment from the list. Use the “add attachments” bar to attach all completed assignments. The system only allows you to submit using the Assignment Tool one time; so make sure that you attach all required documents for an assignment at the same time. You must adhere to posted deadlines as the assignment will close and not be graded.

Documents must be submitted in a readable format. Use only the following formats for this course: PDF files, Microsoft Word, Word for Mac, or Rich Text. Late assignments are not accepted unless there was a verifiable technical issue with Blackboard (*not related to students’ personal computer issues*).

Discussions Forums

Students should make every effort to understand the expectations for postings in the course discussion boards. Students must be actively engaged in discussion forums with your class peers and demonstrate critical thinking, clarity, timeliness, integration of readings, and reflect quality (not quantity). Carefully review the grading guidelines and rubric for discussion boards so that you understand how you will be evaluated (*located in the folder titled “General Information” on the home page*). It is critical that you do not wait until the last minute to engage in a discussion. Note that the discussion board will lock and close on the designated dates indicated in this syllabus; at 11:00 pm. Late postings will not be graded.

Review the following regarding proper etiquette/protocol for participating in the online discussion board.

http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf

<http://online.uwc.edu/technology/onlEtiquette.asp>

This is a large class so for most of the module discussion forums you will be divided into groups. You will access the group forum by clicking the ‘Groups’ tool in the Blackboard course (located in the menu on the left side of the computer screen) and then the appropriate links leading to the discussion thread.

Online Quizzes

The quizzes will typically cover the required textbook reading assignments and occasionally the supplementary readings as noted in the module. There will be 3 quizzes for this course administered through Blackboard. Quizzes are accessed from the menu listed on the left side of the computer screen in the Blackboard course. Click "Assessments" and then select the required quiz. The quizzes are open book so students may use notes, the text, and other readings while taking the quiz. However, each quiz is timed so you need to read the material before attempting the quiz. The quiz can be accessed only one time within the scheduled time window. Please review the on-screen instructions carefully before you click "Begin Assessment." Grades for quizzes will not be released until after the close dates.

If you lose Internet connectivity during the quiz, log back in immediately and continue on with the quiz. Save your answers often (every 5-10 minutes). If you experience any issues while taking the quiz, you must contact the Blackboard Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Deadlines

Do not wait until the last minute to submit assignments – as potential problems are unpredictable. This course is made up of a series of materials, activities, assignments and assessments to assist you in achieving the course learning objectives/outcomes. The learning module for each week will typically be released on Friday mornings (*specific opening dates are listed in the Course Outline" section of this syllabus*). Assignments related to each week's module will be specified within the module. You will typically have 10 days (*this may vary*) to complete module assignments and it is usually due on Sundays before 11:00 PM; allowing two weekends to work on a Module. The specific due dates for module assignments or other assignment deadlines are highlighted in red in the "Course Outline" section. The assignments will be closed and locked and not accepted after the due date and time. However, the learning modules and course content will continue to be available for your information.

A schedule of important due dates is posted in the course (*located in folder on home page titled "General Information"*).

Note that there is some overlap with the Learning Modules in that a new module may open before the previous one closes. This allows students to get a head start on new modules if desired.

COURSE OUTLINE

All dates in *red* indicate when weekly or other assignments are due and *close* (at 11:00 PM). Note that all chapter readings from the required text are identified by number

DATES	TOPIC	REQUIRED READINGS	ASSIGNMENTS
Module 1 Week 1 Jan. 17 to Jan. 22	Introduction to Course. Course purpose and expectations; Overview; understanding and sharing.	<i>Read Start Here – UNT eLearning (must complete this before access is given to the Learning Modules)</i> <i>Read Syllabus</i> <i>Read Learning Module 1</i>	Complete all required assignments as specified in Learning Module 1 Orientation & Syllabus Quiz, Zip Code Survey: Due Jan. 22
Module 2 Week 1 & 2 Jan. 17 to Jan. 29	Exploration of Social Identity. Understanding social identity models; Meaning of Intersectionality. Examination of personal identities and social location.	<i>Read Learning Module 2</i> <i>Read Text: Why Race, Class & Gender Still Matter (pgs. 1-16), and Text Chapters 1, 2, 7, 8, 12</i> <i>Read Supplemental Readings located in the UNT Library Resources at these links: Who am I? & Who Are My People</i>	Complete all required assignments as specified in Learning Module 2 Wiki Site available
Module 3 Week 3 Jan. 27 to Feb. 5	Understanding Systems of Oppression. Mechanisms, forms and features of discrimination or oppression; hierarchical nature. Powerlessness & marginalization; Understanding multi-levels of oppression	<i>Read Module 3</i> <i>Read Text: Systems of Power & Inequity (pgs. 61-85), and Text Chapters: 5, 9, 37, 50, 55</i> <i>Read Supplemental Readings located in the UNT Library Resources at this link: Theoretical Foundations</i>	Complete all required assignments as specified in Learning Module 3 Quiz 1 Due: Feb. 5
Module 4 Week 4 Feb. 3 to Feb. 12	Classism. Myth of “classless society” and stereotypes. Portrayal of interrelationship of economic deprivation, intersectionality; Consequences of classism	<i>Read Module 4</i> <i>Read Text Chapters: 14, 16, 17, 38, 47</i>	Complete all required assignments as specified in online Learning Module 4

DATES	TOPIC	REQUIRED READINGS	ASSIGNMENTS
<p>Module 5</p> <p>Week 5</p> <p>Feb. 10 to Feb. 19</p>	<p><i>Sexism & Gender.</i> Gender norms and identification. Historical influences. Myths and stereotypes of sexism. Social construction of sexism and consequences.</p>	<p><i>Read Module 5</i></p> <p><i>Read Text Chapters: 19, 20, 22, 34, 39,</i></p> <p><i>Read Supplemental Readings located in the UNT Library Resources at these links:</i> <i>He Works She Works</i> <i>Night to His Day</i></p>	<p>Complete all required assignments as specified in online Learning Module 5</p> <p>Quiz 2 Due: Feb. 19</p> <p>Sign up for Human Rights Topic by: Feb. 19</p>
<p>Module 6</p> <p>Week 6</p> <p>Feb. 17 to Feb. 26</p>	<p><i>Heterosexism.</i> Confronting biases and negative attitudes; reviewing historical timelines. Exploring sexual identity; Power of homophobia in society and stigma.</p>	<p><i>Read Module 6</i></p> <p><i>Read Text Chapters: 29, 30, 32, 41,</i></p>	<p>Complete all required assignments as specified in online Learning Module 6</p>
<p>Module 7</p> <p>Week 7 & Week 8</p> <p>Feb. 24 to Mar. 11</p>	<p><i>Racism.</i> Understanding socialization, Cycle of racism; unconscious and intentional forms of racism. Framework on web of racism as forms of oppression; Systems of racism at multiple levels</p>	<p><i>Read Module 7</i></p> <p><i>Read Text Chapters: 6, 13, 27, 43</i></p> <p><i>Read Supplemental Readings located in the UNT Library Resources at these links:</i> <i>Hardiman-Jackson Model</i> <i>Web of Racism</i></p>	<p>Complete all required assignments as specified in online Learning Module 7</p> <p>Began initial work with Human Rights Project</p>
<p>Module 8</p> <p>Week 9</p> <p>Mar. 9 to Mar. 18</p>	<p><i>Privilege & Power:</i> 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.</p>	<p><i>Read Module 8</i></p> <p><i>Read Text Structure of Social Institutions (pgs. 269-282), and Text Chapters: 10, 11, 24, 25, 42, 52</i></p> <p><i>Read Supplemental Readings located in the UNT Library Resources at these links:</i> <i>The Social Construction of Difference</i> <i>The Cycle of Socialization</i></p>	<p>Complete all required assignments as specified in online Learning Module 8</p> <p>Self-Discovery Project Due: March 18</p>

DATES	TOPIC	REQUIRED READINGS	ASSIGNMENTS
<p>Week 10 March 19</p>	<p>SPRING BREAK ...Enjoy!</p>		
<p>Module 9 Week 11 & Week 12 Mar. 23 to <u>Apr. 8</u> <i>Will open earlier on 3/9 to assist with Interview</i></p>	<p>The Helping Process. Differences in communication styles, strategies for practice. Incorporating strengths, enhancing competence. Individualism & Collectivistic orientations. Interviewing strategies</p> <p><i>Ethics & Values in Professional Practice.</i></p>	<p><i>Read Module 9</i></p> <p><i>Read Text Chapters: 3, 15, 36, 40</i></p> <p><i>Read Supplemental Readings located in the UNT Library Resources at these links:</i> Setting the Right Tone Common Dilemmas and Misunderstandings</p> <p><i>Review Code of Ethics</i></p>	<p>Complete all required assignments as specified in online Learning Module 9</p> <p style="text-align: center;">Quiz 3 Due: April 1 & Major Assignment Diversity Interview Due: April 8</p>
<p>Module 10 Week 13 & Week 14 Apr. 6 to <u>Apr. 22</u></p>	<p>Human Rights & Social Justice. 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.</p>	<p><i>Read Module 10</i></p> <p><i>Read Text: Putting it all Together (pgs. 501-514) and Text Chapters: 4, 18, 26, 33, #49, 53, 58, 64</i></p> <p><i>Read Supplemental Readings located in the UNT Library Resources at these links:</i> Universal Declaration of Human Rights The Cycle of Liberation</p>	<p>Complete all required assignments as specified in online Learning Module 10</p>
<p>Week 15</p>	<p>Human Rights Project Due: April 29</p> <p><i>Review some Human Rights Group Projects and post comments by May 3</i></p>		
<p>Wrap-Up! Complete all remaining Assignments <u>May 3</u></p>	<p>All End of Semester Assignments Due by May 3!</p> <p><i>Service Learning Hours & Reflection Due! – Submit in Assignment Tool Box</i></p> <p><i>Second Life Reflection (if applicable) Due! – Submit in Assignment Tool Box</i></p> <p><i>Remember to complete the SETE course evaluations! Go to http://my.unt.edu to give me feedback on this course.</i></p>		

Course Details

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

Weekly Assignments (Refer to detailed hand-outs for specific details)	Weight & Points	Due Date
<p>Weekly Discussion, Participation, & Exercises in the Modules</p> <p>You must read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or quizzes. These assignments will be described as you maneuver through each Learning Module.</p> <p>Your written participation must show evidence of critical thinking and you will be graded accordingly. You <u>must</u> also integrate and reference the readings to demonstrate your understanding and knowledge base. You will lose points for disrespectful behaviors; lack of participation in activities or exercises; lack of respect for others opinions or differences; and violating class confidentiality guidelines. Additional participation points will be earned for those students making efforts to contribute to the learning community. This is earned by replying to the discussion post of others, making relevant and meaningful reflections, expressing how you agree or disagree with others, etc.</p>	<p>30% 300 Points</p> <p><i>Includes additional participation points earned weekly</i></p>	<p>Refer to each Learning Module for specific details on weekly assignments</p>

MAJOR PROJECTS

There are four major projects that are 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 folder located on the home page for this online course. Please note that all of these assignments must be submitted by the specified due date. Late assignments will not be accepted.

Major Projects (Refer to detailed hand-outs for specific details)	Weight & Points	Due Date
<p><i>Self-Discovery Project</i></p> <p>This assignment requires that you <u>write a paper</u> that critically examines aspects of "self" as it relates to your personal history, social/racial identity, values, beliefs, biases, experiences of privilege/oppression and understanding of 'difference.' You will also reflect on your capacity to work in the helping profession (See <i>Self-Discovery details in the Major Assignments folder on the home page</i>). It is essential that helping professionals understand the importance of knowing "self" before we can effectively work with others. This will enhance our work with clients.</p>	<p>15% 200 Points</p>	<p>March 18 Submit through Assignment Tool</p>

Major Projects (Refer to detailed hand-outs for specific details)	Weight & Points	Due Date
<p>You are encouraged to work on this weekly as we examine various topics. This will prevent you from becoming overwhelmed in completion of the differing components required. Note that 6-7 worksheet attachments are required with this assignment. All required attachments must be submitted together at the same time! The rubric for grading this assignment is available in the Major Assignments folder, then the Self-Discovery folder for details.</p>		
<p>Diversity Interview</p> <p>You will interview someone who is different from you along a minimum of 3 or more dimensions (<i>for example, the individual can be of a different age, race, ethnicity, gender, religion, sexual orientation, social economic class, ability/disability, or immigration status etc. from yourself</i>). Try to interview someone who can give you the broadest experience in understanding diversity. You will submit a “Diversity Interview Analysis” related to your understanding of this individual’s life experiences, strengths, and implications related to the helping process (<i>See details in Major Projects on the home page</i>). This assignment enhances our understanding of the many aspects of diversity or social location in determining one’s experiences. <i>Do not wait until the last minute to plan and identify someone for this assignment!</i></p>	<p>15% 200 Points</p>	<p>Due by April 8 Submit through Assignment Tool</p> <p>You are free to submit this early</p>
<p>Human Rights /Social Justice (Group Project)</p> <p>You will join a group to examine a social condition or problem in an effort to promote human rights/social justice (<i>See details in Major Projects folder on the home page</i>). This will require a critical examination of the issue, research, and in-depth group collaboration of suggested social action strategies. This project will require that you complete several processes; sign up for a topic by Feb. 19, submit the final project by April 29; and review and make comments to other group projects by May 3.</p> <p>You may need to spend some time with your group members online through messaging, skype, phone calls, or chat rooms (<i>face to face contact is not required</i>). Each group will develop an online presentation using a Wiki. The purpose of this assignment is to understand the complexity of social problems and to gain knowledge on advancing human rights and social justice to alleviate oppression. <i>De-identified projects may be published as samples for future classes.</i></p>	<p>15% 150 Points</p> <p>(60% of grade is for group product, 40% is for individual product)</p>	<p>Sign-up for Topic by Feb. 19</p> <p>Submit final product in Wiki April 29</p> <p>Submit feedback on Projects in Discussion Board by May 3</p>

Major Projects (Refer to detailed hand-outs for specific details)	Weight & Points	Due Date
Choose only <u>one</u> of the Following Cultural Immersion Activities		
<p>Service Learning – 20 hours</p> <p>You will immerse yourself in a community based agency that serves oppressed or vulnerable or marginalized populations of multiple social identities. Lists of potential agencies that may be willing to work with you are provided (<i>See details in Major Projects folder on the home page</i>). You may select other agencies not on the list but must obtain prior approval from me (in writing). You <u>must</u> arrange and begin your placement <u>early</u> in the semester to avoid unforeseen problems. You will write a one page Reflection Paper about your experiences and verify your hours (<i>see assignment details in folder</i>). The use of personal encounters such as this can be powerful and beneficial to future helping professionals by providing the opportunity for enhanced interactions and understanding of vulnerable populations. The signed log documenting your hours must be scanned and submitted together and at same time as the reflection paper.</p>	<p>15% 150 Points</p>	<p>No later than May 3 (you are encouraged to complete this as soon as possible) Submit through Assignment Tool</p>
<p>Combined Service Learning (10 Hours) & Second Life Project</p> <p>You will complete 10 hours of service learning as described above (<i>make sure you are careful to select an agency that will allow only 10 hours</i>). You will also participate in virtual (computerized) learning through the Second Life (SL) software program. 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 (<i>See details in the Major Projects folder on the home page</i>). You will write a one page Reflection Paper that addresses both your service learning and Second Life experiences. This assignment is unique and has the potential for helping students explore the world virtually and increase understanding of others on a wider basis. The signed log documenting your hours must be scanned and submitted together and at same time as the reflection paper.</p>	<p>15% 150 Points</p>	<p>May 3 Submit through Assessment Tool</p>
<p>Total Possible Points for Course</p>	<p>1000 Points</p>	

Grading

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.

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

***Note:** Throughout the semester extra credit points will be distributed. These points will be added to your overall grade.*

COURSE EVALUATION

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to students at the end of the semester, providing each with a chance to comment on the teaching in this course. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Pay attention to any announcements regarding when the SETE is open and available.