COURSE INFORMATION

This is an 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 1:03 PM or by Appointment
Instructor Email: Thomasc@unt.edu
Teaching Assistant Email: To Be Announced

About the Professor / Instructor
I have been at UNT for over 12 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, this course should be enlightening and beneficial.

Text & Supplementary Readings
The required text is:


The text is available from the UNT Bookstore. Information is available from the UNT bookstore at the following link: UNT Bookstore
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 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 may be accessed on the library E-reserve site by clicking this link: Supplemental Readings.

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

Course Description
This course promotes competence for students interested in the role of helping professional but will also be valuable to 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.”

The course goals are to help you gain competency in core behaviors to meet 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:

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Course Objectives</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td>Students Will</td>
<td>Students Will</td>
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</tr>
<tr>
<td>I. Students will understand diversity &amp; difference in interactions across cultural norms</td>
<td>1. Students will understand dimensions of diversity to enrich interaction with differing populations</td>
<td>Module Activities / Exercises Diversity Interview</td>
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<td>2. Students will know critical aspects of own identity to better understand self and enhance their ability to work with diverse populations</td>
<td>Module Activities / Exercises Self-Discovery Project</td>
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<td>II. Students will understand the systematic construction of and consequences of difference in the human experience</td>
<td>3. Students will understand dynamics that contribute to the complexity of privilege and power</td>
<td>Module Activities / Exercises Cultural Immersion Project</td>
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<td>4. Students will examine factors contributing to forms and mechanisms of oppression and discrimination ingrained at various system levels</td>
<td>Module Activities / Exercises Cultural Immersion Project Test Items</td>
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<tr>
<td>Course Goals</td>
<td>Course Objectives</td>
<td>Assessment Criteria</td>
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<td>Students Will comprehend the foundations of human rights and social and economic justice</td>
<td>5. Students will relate understanding of human rights and social and economic justice to societal conditions</td>
<td>Module Activities / Exercises Test Items</td>
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<td></td>
<td>6. Students will demonstrate knowledge of advocacy and change to advance human rights</td>
<td>Module Activities / Exercises Test Items</td>
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### Teaching Philosophy

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 / ASSISTANCE

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

UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)

Hardware and software necessary to use Bb Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)


Necessary plug-ins: [http://goo.gl/1lsVF](http://goo.gl/1lsVF)

Internet Access with compatible web browser

Word Processor

Speakers to listen to videos online

You may occasionally need to use a scanner to submit some documents for the course. These are available in various UNT computer labs on campus if you do not have other access to one.

UNT Computer Labs

**Minimum Technical 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
- Downloading and installing software
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/facilities-and-systems/campus-access

UNT Computing and Information Technology Center: http://citc.unt.edu/services-solutions/students

UNT Academic Resources for Students: http://www.unt.edu/academics.htm

Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the “Academic Support” tab.

ACCESS & NAVIGATION

Access and Log in Information
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 will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

- From within Blackboard, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.
Being a Successful Online Student

- **What Makes a Successful Online Student?**
- **Self Evaluation for Potential Online Students**

**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. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to: succeed.unt.edu.

**How the Course is Organized**
The content for this course is structured in a series of Learning Modules that include 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 the previous one closes. This allows one to get a head start on new modules if desired.

In the Blackboard Learn system, you will log into the course. You will then access the learning content by clicking “Learning Modules” from the menu on the far left side of the computer screen. Click on the appropriate module assigned for the week as noted in the syllabus. The modules supplement information available in your text and facilitate the learning of new content.

**What Should Students Do First?**
Once you have accessed the Blackboard Learn system, you will need to complete the “Start Here” module located on the home page, the Blackboard Learn Orientation Quiz and the Zip Code Survey (located on the link to assessments). You may then access the course learning materials by clicking ‘Learning Modules’ then Click Module #1. There will be some assignments you need to complete in Module 1 such as a quiz regarding the syllabus, introductory exercise, and a discussion question.

**How Students Should Proceed Each Week for Class Activities**
Each week you must access Blackboard Learn and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review any descriptions of required module assignments. These assignments are generally due weekly and must be submitted on time. You must also keep track of other major projects or assignments as specified in this syllabus.
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: Sage Hall, Room 130

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

COMMUNICATIONS

The following are the primary communication tools we will use in this course:

Announcements
Periodically announcements may be appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking “Announcements” listed in the menu on the left side of the screen.

Email / Messages
Students will use Blackboard Learn to send emails to the instructor, teaching assistant or other students in this course. However, please note that you will be using your UNT assigned, external email address that is outside of the Blackboard Learn system; this is otherwise known as EagleConnect (http://eagleconnect.unt.edu). Access this function by clicking the ‘Email’ tool in the Blackboard course (located in the menu on the left side of the computer screen). If desired, you may consider forwarding this email to an address you use more frequently. You are welcome to send any personal concerns or questions to the professor through email. It is highly recommended that you always copy the Teaching Assistant (name to be announced), in the message in case I am not available. Please note that while in the Blackboard Learn system you will not be able to email anyone who is not a member of the course.

Discussion Forums
You will often be required to communicate regarding course related concepts through the discussion forums located in Blackboard Learn. There will likely be a graded, discussion posting required weekly. You should make every effort to understand the expectations for these postings. Guidelines on how to access the postings, specific grading criteria, and deadlines are located in this syllabus or posted online in Blackboard in a General Information folder. Also, remember to use proper etiquette/protocol for participating in the online discussion boards; be respectful, courteous and professional!
Open Discussion Forum: An Open Forum will be available throughout the course for any student to post issues/concerns. This is to be used as a place where you can offer help or assistance to one another. You will be able to set these posts as anonymous if you choose. This forum will be moderated to prevent inappropriate postings. The Instructor or Teaching Assistant for this course will periodically respond to issues posted related to assignments, access, problems etc. as necessary.

COURSE POLICIES

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

Assignment Policy
You must complete assignments as specified in this syllabus, the learning modules, or as specified in other informational materials. Do not wait until the last minute to submit assignments – as potential problems are unpredictable! The learning modules are typically released on Friday mornings and assignments are usually due on Sundays of the following week however, there are some exceptions. (see specific opening dates as listed in the “Course Outline” section of this syllabus with closing dates highlighted in red). This allows approximately 10 days with two weekends available to complete the assignments.

Assignments are due before 11:00 PM on the due date and will be closed and locked after this time period. Note that late assignments will not be accepted or graded after it is due. However, the learning modules and course content will continue to be open and available for your ongoing educational needs.

Examination Policy
The tests for this course are administered through the Blackboard exam tool and are open book. However, you may not team with other peers to take any tests (this is cheating!). It is strongly recommended that you use an internet connection while taking a test instead of Wi-Fi. 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. The test will be automatically submitted when the time expires.

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 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 depending on this documentation (it must be an issue related to Blackboard Learn; not personal computer).
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 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 (typically within 3 business days). The methods used to provide you with feedback include emails, assignment feedback, and grades.

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

Class Participation
You are required to login regularly to the online class site and I will use the tracking feature in Blackboard to monitor student activity. It is your responsibility to participate in all class activities such as exercises, activities, discussion board postings, etc. Also, note that efforts to engage and interact with other students which encourage participation, contribute to learning, and motivate discussion are recognized and rewarded through participation points.

Virtual Classroom Citizenship
The same guidelines for citizenship or conduct that apply to traditional classes should be observed in the virtual classroom environment. Also, please use proper netiquette when interacting with class members and the professor. References to these guidelines were provided above in the section on discussion forums.

Incompletes
Incompletes are rarely appropriate for coursework in this class. It is expected that all work is completed within the required timeframes for the semester.

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.

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.
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, I will extend the time windows and provide an appropriate accommodation based on the situation. 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.

Safe Environment Policy
Due to the sensitive nature of the discussions that may take place, 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. 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 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.

Confidentiality Agreement
It is essential that we support one another throughout this course as we make the 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.

Readings
Just as in a face to face class, readings are assigned weekly as indicated in this syllabus. All assigned material must be read in advance of module deadlines. 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.

Diversity Policy
You are encouraged to contribute your perspective and insights to class discussions. 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.
UNT POLICIES

Student Conduct and Discipline:
Student behavior that interferes with the 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.

Academic Honesty Policy
You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. Specifically for 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. Plagiarism and claiming the work of others as your own may result in severe penalties or failure. Each student is responsible for responding to any academic dishonesty report issued by an instructor or other University authority. If a student fails to respond after proper attempts at notification, the University may take appropriate academic action in the absence of the student. If you are in doubt regarding requirements for any assignments or issues related to plagiarism, please consult with me before you complete any assignments.

ODA Policy
The University of North Texas makes reasonable academic accommodation for students 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Add/Drop Policy
If necessary, it is your 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://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

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

Please note these general requirements highlighted for the course:

1. Students will access and follow all course instructions found in the weekly modules or content areas of the Blackboard course.
2. Students will read all online modules in the course by opening the appropriate modules on the dates specified in this syllabus (see Course Outline & Calendar section). Students must also read any required supplementary materials as indicated in this syllabus and as posted on the UNT library website.

3. Students will complete all assignments as specified in this syllabus, module or other course materials. Assignments will be submitted electronically using the Blackboard Assignment Tool.

4. Students will complete ‘online’ tests/quizzes by accessing the ‘assessment’ tool in the Blackboard course.

5. Students will respond to posted online course discussion questions using the Blackboard discussion tool.

6. Students will work towards the completion of 3 major projects throughout the semester as specified. These projects must be completed in accordance with the instructions given in this syllabus and other information/resources available in Blackboard Learn.

Assignment Submission Instructions
All assignments will be submitted using the Assignments Tool in Blackboard. This tool 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. Assignments for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment. Use only the following formats for this course: PDF files, Microsoft Word, Word for Mac, or Rich Text. Carefully follow all instructions and use the “Browse My Computer” bar to attach documents. The system only allows you to submit using the Assignment Tool one time; so make sure that you attach all required documents for any assignment at the same time.

If technology difficulties occur prior to a deadline, contact the helpdesk and obtain a ticket. Also, forward me your assignment by email with a note about your difficulties. Late assignments are not accepted unless there was a verifiable and documented technical issue with Blackboard (not related to students’ personal computer issues). Always keep a copy of your work before submitting it in case glitches occur.
### COURSE OUTLINE

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

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<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS</th>
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<tr>
<td>Module 1 Week 1 &amp; 2 Aug. 28 to Sept. 8</td>
<td><strong>Introduction to Course.</strong> Course purpose and expectations; Overview; understanding and sharing.</td>
<td><strong>Read Start Here</strong> – This is a brief orientation about UNT eLearning. <strong>Complete this unit first</strong>&lt;br&gt;<strong>Read Syllabus</strong>&lt;br&gt;<strong>Read Learning Module 1</strong></td>
<td>Complete the “Start Here” unit and all required assignments as specified in Learning Module 1&lt;br&gt;Due <strong>Sept. 8:</strong> Orientation Quiz, Syllabus Quiz, Zip Code Survey &amp; Mosaic Activity</td>
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<td>Module 2 Week 1 &amp; 2 Aug. 28 to Sept. 8</td>
<td><strong>Exploration of Social Identity.</strong> Understanding social identity models; Meaning of Intersectionality. Examination of personal identities and social location.</td>
<td><strong>Read Learning Module 2</strong>&lt;br&gt;<strong>Read Text: Why Race, Class &amp; Gender Still Matter (pp. 1-15), and Text Articles 1, 5,</strong>&lt;br&gt;<strong>Read Supplemental Readings located in the UNT Library Resources at these links:</strong>&lt;br&gt;<strong>Who am I? &amp; Who Are My People</strong></td>
<td>Complete all required assignments as specified in Learning Module 2</td>
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<td>Module 3 Week 3 &amp; 4 Sept. 6 to Sept. 22</td>
<td><strong>Understanding Systems of Oppression.</strong> Mechanisms, forms and features of discrimination or oppression; hierarchical nature. Powerlessness &amp; marginalization; Understanding multi-levels of oppression</td>
<td><strong>Read Module 3</strong>&lt;br&gt;<strong>Read Text: Systems of Power &amp; Inequity (pgs. 61-83), and Text Articles: 8, 32, 33, &amp; 52</strong>&lt;br&gt;<strong>Oppression Article – by M. Frye</strong>&lt;br&gt;<strong>Five Faces of Oppression</strong>&lt;br&gt;<strong>Read Supplemental Readings located in the UNT Library Resources at this link:</strong>&lt;br&gt;<strong>Theoretical Foundations.</strong></td>
<td>Complete all required assignments as specified in Learning Module 3&lt;br&gt;&lt;br&gt;<strong>Test # 1</strong>&lt;br&gt;(Test on Systems of Power on pp. 61-83 and Supplemental Articles: Oppression, Theoretical Foundations, &amp; Five Faces of Oppression)</td>
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<td>DATES</td>
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<td>Module 4</td>
<td>Classism. Myth of “classless society” and</td>
<td>Read Module 4&lt;br&gt;Read Text Articles: 13, 14, 15, 16, 17, 45</td>
<td>Complete all required assignments as specified in online Learning Module 4</td>
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<td>Week 5</td>
<td>stereotypes. Portrayal of interrelationship</td>
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<td>of economic deprivation, intersectionality;</td>
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<td>Consequences of classism</td>
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<td>Sept. 20</td>
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<td>to Sept. 29</td>
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<td>Module 5</td>
<td>Sexism &amp; Gender. Gender norms and</td>
<td>Read Module 5&lt;br&gt;Read Text Articles: 2, 18, 19, 21,</td>
<td>Complete all required assignments as specified in online Learning Module 5</td>
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<td>Week 6</td>
<td>identification. Historical influences.</td>
<td>Read Supplemental Readings located in the UNT Library</td>
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<td>Myths and stereotypes of sexism. Social</td>
<td>Resources at these links:</td>
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<td>construction of sexism and consequences.</td>
<td><em>He Works She Works</em>&lt;br&gt;<em>Night to His Day</em></td>
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<td>Sept. 27</td>
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<td>to Oct. 6</td>
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<td>Module 6</td>
<td>Heterosexism. Confronting biases and</td>
<td>Read Module 6&lt;br&gt;Read Text Articles: 27, 28, 29, 30,</td>
<td>Complete all required assignments as specified in online Learning Module 6</td>
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<td>Week 7</td>
<td>negative attitudes; reviewing historical</td>
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<td>timelines. Exploring sexual identity; Power</td>
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<td>of homophobia in society and stigma.</td>
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<td>Oct. 4</td>
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<td>to Oct. 13</td>
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<tr>
<td>Module 7</td>
<td>Racism. Understanding ethnicity, 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</td>
<td>Read Module 7&lt;br&gt;Read Text Articles: 3, 4, 11, 12, 23, &amp; 44</td>
<td>Complete all required assignments as specified in online Learning Module 7</td>
</tr>
<tr>
<td>Week 8 &amp; 9</td>
<td></td>
<td></td>
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<tr>
<td>Oct. 11</td>
<td></td>
<td></td>
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<tr>
<td>to Oct. 27</td>
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</tbody>
</table>

*Read the Supplemental Reading located in the UNT Library Resources at this link: [Hardiman-Jackson Model](#)*

*Review this figure: [Web of Racism](#)*
<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 8</td>
<td><strong>Privilege &amp; Power:</strong> 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.</td>
<td><strong>Read Module 8</strong>&lt;br&gt;<strong>Read Text Structure of Social Institutions (pp. 265 - 276), and Text Articles: 6, 24, &amp; 25</strong>&lt;br&gt;<strong>Read Supplemental Readings located in the UNT Library Resources at these links:</strong>&lt;br&gt;<strong>The Social Construction of Difference</strong>&lt;br&gt;<strong>The Cycle of Socialization</strong>&lt;br&gt;<strong>Review these:</strong>&lt;br&gt;<strong>Cycle of Socialization – Figure</strong>&lt;br&gt;<strong>Matrix of Oppression - Figure</strong></td>
<td>Complete all required assignments as specified in online Learning Module 8&lt;br&gt;<strong>Self-Discovery Project</strong>&lt;br&gt;Due: <strong>Oct. 27</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>The Helping Process.</strong> Differences in communication styles, strategies for practice. Incorporating strengths, enhancing competence. Individualism &amp; Collectivistic orientations. Interviewing strategies</td>
<td><strong>Read Module 9</strong>&lt;br&gt;<strong>Read Text Articles: 38, 40, 49 &amp; 54</strong>&lt;br&gt;<strong>Refer to any of these Supplemental Readings which may be relevant to your Diversity Interview Project. They are located in the UNT Library Resources at these links:</strong>&lt;br&gt;<strong>Setting the Right Tone</strong>&lt;br&gt;<strong>Cross-Cultural Interviewing</strong>&lt;br&gt;<strong>Cross-Racial Clinical Work</strong>&lt;br&gt;<strong>Multicultural Counseling: Issues &amp; Techniques</strong></td>
<td>Complete all required assignments as specified in online Learning Module 9&lt;br&gt;<strong>Diversity Interview</strong>&lt;br&gt;Due: <strong>Nov. 17</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Oct. 25 to Nov. 3</strong></td>
<td><strong>Human Rights &amp; Social Justice.</strong> 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.</td>
<td><strong>Read Module 10</strong>&lt;br&gt;<strong>Read Text: Putting it all Together (pp. 467 - 470) and Text Articles: 31, 51, 53 &amp; 60,</strong>&lt;br&gt;<strong>Read Supplemental Readings located in the UNT Library Resources at these links:</strong>&lt;br&gt;<strong>Universal Declaration or Human Rights</strong>&lt;br&gt;<strong>The Cycle of Liberation</strong>&lt;br&gt;<strong>Applying Human Rights to Profession</strong>&lt;br&gt;<strong>Cycle of Liberation - Figure</strong></td>
<td>Complete all required assignments as specified in online Learning Module 10&lt;br&gt;<strong>Test #2</strong>&lt;br&gt;(Test on UDHR, Liberation, &amp; Applying Human Rights)</td>
</tr>
<tr>
<td>DATES</td>
<td>TOPIC</td>
<td>REQUIRED READINGS</td>
<td>ASSIGNMENTS</td>
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<tr>
<td>Week 15</td>
<td>HUMAN RIGHTS PROJECT</td>
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<td></td>
<td>Final Project must be submitted to the Wiki site: <strong>Dec. 1</strong></td>
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<tr>
<td></td>
<td>Entire class may review some Human Rights Group Projects and post comments by <strong>Dec. 5</strong></td>
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<td></td>
</tr>
<tr>
<td>Wrap-Up!</td>
<td><strong>ALL END OF SEMESTER ASSIGNMENTS DUE BY DEC. 5!</strong></td>
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<tr>
<td>Complete all remaining Assignments</td>
<td><strong>Service Learning Project</strong> (if applicable): Scan form to document service hours; prepare paper – submit all in Assignment Tool Box!</td>
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<tr>
<td></td>
<td><strong>Combined Service Learning &amp; Second Life Project</strong> (if applicable): Scan service hours document; complete both the Service Learning Paper &amp; the Second Life Paper – submit all Assignments in the Assignments Tool on Blackboard Learn.</td>
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<tr>
<td></td>
<td><strong>COURSE EVALUATIONS DUE BY DEC. 5!</strong></td>
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<td><strong>Course Evaluations:</strong> <em>Remember to complete the SETE course evaluations! Go to <a href="http://my.unt.edu">http://my.unt.edu</a></em> to give me feedback on this course.*</td>
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<td></td>
<td><strong>THANKS FOR YOUR HARD WORK THIS SEMESTER!!</strong></td>
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</tbody>
</table>
ASSIGNMENT DETAILS

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

<table>
<thead>
<tr>
<th>Weekly Assignments</th>
<th>Weight, Points, Details &amp; Rubric</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercises</strong></td>
<td>Exercises (Total 100 Points)</td>
<td>Refer to each Learning Module for specific details on any exercises</td>
</tr>
<tr>
<td>Throughout the semester, some modules may have special exercises or assignments required (such as creating an Identity Wheel, Action Plan etc.). Any details will be specified in the module. Please ensure that you complete these by the required due dates.</td>
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</table>

**Discussion Forums & Participation**

It is expected that you engage in ongoing discussion/debate with your peers weekly and demonstrate critical thinking, clarity, timeliness, and quality (not quantity). You must also 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 (located in “General Information” folder) or the link in the right column.

Additional participation points can also be earned by those students making efforts to contribute to the learning community by interacting with others (for example replying to others’ posts through encouragement, asking questions, challenging others’ learning, etc).

<table>
<thead>
<tr>
<th></th>
<th>Discussion Forums (Total 190 Points)</th>
<th>Typically Due Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion Guidelines &amp; Rubric</td>
<td>Note that the discussion board postings are typically due on Sunday nights by 11:00 PM</td>
</tr>
</tbody>
</table>

**Tests / Assessments**

Several quizzes will be required to assess your preparation for online learning (15 points). Two tests will be delivered on Blackboard Learn and will cover specified materials (textbook, video, podcasts, or supplementary reading assignments). The tests are open book so students may use notes, the text, and other materials while taking the test. These exams are usually formatted as multiple-choice and true/false. Access tests from the menu listed on the left side of the computer screen in the Blackboard course. Click “Assessments” and then select the appropriate test.

Each test is timed so you need to read the text/other material before attempting the test. Please review the on-screen instructions carefully before you click “Begin Assessment.” Grades for tests will usually not be released until after the close dates. However, you will later be able to go back to review your scores.

|   | Quizzes (15 Points) | Test # 1  
Sept. 22nd  
(Systems of Oppression) |
|---|---------------------|--------------------------|
|   | 2 Tests (60 Points each) | Test # 2  
Dec. 1st  
(Human Rights) |

**Weights & Points (Exercises, Participation, Discussion & Tests)**

Weight 42.5% 425 Points
Major Projects

There are three 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; this section also has some links to detailed guidelines or rubrics on some assignments in the middle column below. Please note that all of these assignments must be submitted by the specified due date. Late assignments will not be accepted. Also, at the college level, it is expected that all instructions are followed. Ask if you have questions!

<table>
<thead>
<tr>
<th>Major Projects</th>
<th>Weight, Points, Details &amp; Rubric</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Discovery Project</strong></td>
<td>20% 200 Points</td>
<td>Due Oct. 27th</td>
</tr>
<tr>
<td><strong>(Refer to detailed hand-outs for specific details)</strong></td>
<td>Self-Discovery Guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Discovery Grading Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity Interview</strong></td>
<td>20% 200 Points</td>
<td>Due by Nov. 17th</td>
</tr>
<tr>
<td></td>
<td>Diversity Project Guidelines</td>
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**Self-Discovery Project**

This assignment requires that you write a 3-4 page paper that critically examines aspects of “self” as it relates to the required components listed in the Guidelines such as: personal history, social/racial identity, values, beliefs, biases, experiences of privilege/oppression and understanding of ‘difference.’ The paper is worth 150 points and 50 points if all worksheets are submitted.

Note that 6-7 worksheet attachments are required with this assignment and all components must be submitted together at the same time! You are encouraged to work on this weekly as we examine various topics through the modules. This will prevent you from becoming overwhelmed in completion of the differing components required.

Review the Self-Discovery details and rubric for this assignment in the Major Assignments folder on the home page or by using the links in the right column.

**Diversity Interview**

You will interview someone who is different from you along a minimum of 3 or more dimensions *(for example, the individual can be of a different age, race, ethnicity, gender, ability/disability status, religion, sexual orientation, social economic class, immigration status etc. from yourself).* Try to interview someone who can give you the broadest experience in understanding diversity because you will have to address these issues in a paper. You will submit a “Diversity Interview Analysis” related to your understanding of various aspects of difference, life experiences, oppression/privilege, and description of the helping process *(See details in Major Projects on the home page)* or the link in the column to the right. This assignment enhances our understanding of the many aspects of diversity or social location in determining one’s experiences.

*Do not wait until the last minute to plan and identify someone for this assignment!*
Major Projects
(Refer to detailed hand-outs for specific details)

<table>
<thead>
<tr>
<th>Weight, Points, Details &amp; Rubric</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.5% 175 Points</td>
<td>Sign-up for Topic by Oct. 13th</td>
</tr>
</tbody>
</table>

Choose only one of these three Cultural Immersion Activities below:

**Human Rights /Social Justice**

You will select a topic to examine a human rights and social justice issue. You will explore a social condition or problem in an effort to address the impact of power & privilege, oppression & marginalization.

You will develop an online presentation using a Wiki (similar to a webpage) — so it gives you the ability to present this information in a creative manner (pictures, graphs, video, art etc). You will present research that addresses the various characteristics of oppression, how these systems are interlocked, and make change recommendations on how to promote human rights (See details in Major Projects folder on the home page) or the link to the right.

You will submit the final product by December 1st at 11:00 PM; The entire class will have the opportunity to review and make comments regarding the completed projects.

**Service Learning – 20 hours**

You will immerse yourself in a community based agency that serves oppressed, vulnerable, or marginalized populations of diverse social identities. Lists of potential agencies that may be willing to work with you are available to review (See details in Major Projects folder on the home page). You must arrange and begin your placement early in the semester to avoid unforeseen problems. These hours must be complete by Dec. 5th but you are encouraged to complete them as soon as possible and may turn in the assignment early!

You will write a two-page Service Learning paper about the social condition addressed at the agency, oppression and privilege and your skills demonstrated (see Service Learning Guidelines). You will be required to verify your hours in a log (see assignment details in Major Projects folder) or the link in the column to the right. The log documenting your hours must be signed by you and an agency representative. You will scan and submit the log with the paper in the Assignment Tool (these must be submitted at the same time in the Blackboard).
<table>
<thead>
<tr>
<th>Major Projects (Refer to detailed hand-outs for specific details)</th>
<th>Weight, Points, Details &amp; Rubric</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Service Learning (10 Hours) &amp; Second Life Project</td>
<td>17.5% 175 Points</td>
<td>Submit through Assessment Tool</td>
</tr>
</tbody>
</table>

You will complete 10 hours of service learning as described above *(make sure you find an agency that will allow only 10 hours)*. You must follow all the other requirements for the Service Learning portion of this requirement *(see details above.)*

You will also participate in virtual (computerized) learning through the Second Life (SL) software program. This assignment is unique and has the potential for helping 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 details *(see Major Projects folder on the home page, Second Life).*

You will write a Service Learning Paper as described above. You must also submit a log documenting your 10 hours which must be signed by yourself and an agency representative. Scan and submit this log and the paper using the Service Learning Assignment tool.

You will also write a one page reflection paper that addresses your Second Life experiences as outlined in the guidelines *(see Major Projects folder or the link in the right column. Use the Second Life Assignment Tool to submit your paper.)*

| Points for Major Projects | Weight 70% 700 Points |

**TOTAL POSSIBLE POINTS FOR COURSE**

1000 POINTS

*Note: Throughout the semester additional extra credit points may be periodically offered. These points will be added to your overall grade.*
ASSESSMENT & GRADING

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. Due to the size of the class, students may have to wait a week or so for all grades to be posted.

Total Points Possible for Semester = 1000
*(plus some additional extra credit assignments are provided; watch for these announcements)*

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>599 and below</td>
<td>F</td>
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</tbody>
</table>

Assessments
You should carefully review all assignment instructions, details/guidelines, modules, syllabus, grading rubrics or other criteria to understand how assignments will be assessed.

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 you at the end of the semester through my.unt.edu. It provides each of you 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. The SETE is an important part of your participation in this class. Pay attention to any announcements regarding when the SETE is open and available.

SCHOLARLY EXPECTATIONS
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.