

WESTERN WASHINGTON UNIVERSITY • WOODRING COLLEGE OF EDUCATION •
HUMAN SERVICES PROGRAM

Inequity in U.S. Policy and Institutions: Implications for Human Services Professionals

HSP 402 (4 credits)

Bellingham • Spring 2018

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Office Hours: Tuesdays, 12:00pm-2:00pm
Or, appointments can be arranged
Class Day/Time: Tuesdays 2:00 to 5:50
Class Location: Miller Hall 112
CRN: 22573
Academic Supports:

- Librarian: gabe.gossett@wwu.edu
- WWU Writing Center, 360-650-3219
- disAbility Services, 360-650-3083

CATALOGUE DESCRIPTION

This course critically examines the role of US policy and institutions in creating, reproducing, & addressing inequity in society.

LEARNING OUTCOMES

1. Examine and describe the role of institutions in society and their impact on the human experience.
2. Apply critical lenses to the examination of power structures within institutions and engage in the practice of critique.
3. Define and assess processes and dynamics for creating change.

OVERVIEW

This course is built around the Systemic Racism Curriculum Project (SRCP), a participatory action research project meant to engage people in understanding and confronting racism as a systemic process (more details below). Through the lens of racism as the chief form of inequity built into the fabric of U.S. society, we will also examine other forms of inequity that intersect with racism through the policies and institutions that shape our society and culture. Through experiential learning, we also explore the ways in which people internalize/embody social inequities, as well as the ways in which we can embody an anti-oppressive stance. This class is highly participatory and collaborative in nature, which means that openness to ambiguity, a

willingness to be uncomfortable, and a willingness to seriously challenge your beliefs are essential. *It will not be possible for you to do well in this class without participating fully, reading carefully, and completing assignments.*

The Systemic Racism Curriculum Project (SRCP)

The SRCP is a participatory action research project that engages students in learning and teaching others to understand racism as a systemic process (rather than a matter of individual attitude) and to develop curriculum to that end. In previous quarters, students completed a series of assignments related to this project that included participating in an experimental educational intervention, creating a piece of media meant to facilitate teaching someone else about systemic racism, and writing a description of those conversations. Themes from students writing were then shared in class and students collaborated to develop plans for curriculum on systemic racism. This quarter, you will participate in the next phase of the SRCP through in-class activities and the following assignment:

- **SRCP Research Assignment:** **20 pts**
 - Choose one of the following three options for an assignment meant to contribute to the SRCP research and curriculum development:
 1. **SRCP Mapping Project:** contribute to an interactive map meant to help educate the public about the ways in which systemic racism impacts their everyday lives. This option involves identifying a relevant location/site, doing some research about the ways in which that location/site represents systemic racism (e.g., historically or contemporaneously), gathering materials that can be shared via Google maps (e.g., images, documents, etc.), and writing an explanatory essay outlining how systemic racism intersects with other forms of inequity through the location/site and the relevant policies and or institutions involved.
 2. **Interview a friend or family member:** choose a peer (i.e., a friend, family member, colleague, etc.) to interview about their experience (or lack thereof) with learning about racism in the U.S. You will be provided with a set of semi-structured interview questions, but should be prepared to ask your own follow-up questions as well. If you choose this option, you must obtain informed consent from your interviewee (consent documents will be provided) and you must audio record the interview (and turn in the recording with the rest of the assignment). You will also write a brief analysis of the interview relating relevant course concepts, policies and institutions to what your interviewee had to say.
 3. **Write a personal essay:** this option involves responding to a series of prompts (similar to the interview questions for option 2) with an essay about your own experience of learning about racism in the U.S., and incorporating some research on relevant policies and institutions that shaped your experience. Your essay must also incorporate relevant course material.

Additional Assignments

Syllabus Quiz

5 pts

People who actually read their syllabi are cooler than people who don't. During our first class meeting, we will have a quiz to test your understanding of the course and what you are in for this quarter. The quiz will be collaborative, meaning that you will be able to discuss the answers with your classmates and ask me clarifying questions. So, make sure you read this whole thing so you don't let your fellow community members down.

Lead a Discussion

20 pts

You will sign up (along with 2 or 3 other students) to lead a discussion on one of the class readings. You should identify ***at least one concept*** in the reading that members of your group found difficult or challenging to understand and/or that you think needs further elaboration. The goal is to facilitate a discussion in which we as a class can 1) explore that particular concept more deeply, and 2) develop a deeper shared understanding of the material. Your facilitation plan should include:

- An explanation of what you found difficult, challenging or interesting and why.
- Some basic research into contemporary issues related to the concept(s) you are focusing on.
- Discussion questions you prepare ahead of time.

Your group can (and should) also incorporate other activities into the discussion (e.g., small group activities, presentations, etc.); however, you ***cannot just present a PowerPoint about the reading***. You must send your discussion questions (and other plans) to me at least 48 hours before your assigned date. You will be graded on how well you facilitate discussion among your classmates (i.e., getting people talking, creativity, etc.). *Groups are also encouraged to meet with me to discuss their lesson plans.* **Due the week you sign up for.**

Weekly Reading Responses

10 pts each (90 total)

Each week you will write a response to that week's reading (1-2 pages) based on prompts posted to Canvas. The goal of the reading responses is to demonstrate your understanding of the concepts presented in the readings and their relevance to the human services fields. Your responses should be *analytical* in nature, based on a *close and thorough reading*, and *free from uninformed opinion*. You should also think of the reading responses as preparation for class discussion and for your final project.

Meeting with the Professor

15 points

At least one meeting with me is required by the end of the quarter. The purpose of the meeting is to give you the opportunity to check in on your understanding of the class and the material we cover, and to address any questions, problems, etc. you may have with the class, the program or your relationship to the human services field generally. **You will be expected to come to the meeting prepared to discuss *at least the following*:**

1. Anything from the class that you have trouble understanding, need clarification on, or just want to discuss in more depth (e.g., because you find it interesting). (**5 pts.**)
2. The usefulness (or lack thereof) of a critical understanding of inequity in U.S. society for the human services work you are interested in doing in the future (it's okay if you're not sure what you want to do, but be prepared to discuss an idea or two). (**5 pts.**)
3. The role of human service work in both maintaining and resisting inequity in U.S. society (**5 pts.**)

Participation

75 pts

Because this class is highly collaborative in nature, your full participation is required and you will be expected to make the best possible contribution you can to a shared understanding of the course content. Not everyone participates in the same way, but the following will be taken into consideration:

- Not missing class unless it is unavoidable
- Evidence that you have done the reading
- Meaningful contributions to class discussions and activities
 - This includes being willing to participate in discussion even if talking makes you uncomfortable, as well as not “taking up too much space” by always dominating the conversation
- Showing appropriate levels of respect for fellow students
- Making a sincere effort to go beyond personal opinions and preconceived notions
 - Informed opinions are fine for class discussions but *uniformed ones have no place in an academic setting.*

Final Project

50 pts

This class culminates in a final project for which you will have the freedom to determine the form and content. Your project can be a “traditional” term paper, an artistic piece, a presentation, or whatever else you can think of as long as it meets the following criteria:

- You must submit a proposal for your project on week 5 (10 pts)
- Draws from some or all of the course assignments (i.e., reading responses, SRCP)
- Incorporates a significant amount of concepts, theories or frameworks from the course readings (how much depends on what you propose to do, and I will provide feedback on the amount and appropriateness on your proposal).
- Summarizes key lessons learned in the course
- Relates lessons learned to human service work
- Demonstrates a critical (as discussed in class) understanding of inequity (as opposed to inequality) in U.S. society
- This project can be done collaboratively with other students (in which case your group will receive a single grade).

- You must be able to upload your project to Canvas
- If your project involves a presentation, you must arrange a time to present during the last week (or two if necessary) of class.

Summary of Assignments

Assignment	# of Points	Due Date
Syllabus Quiz	5	Week 1
Reading Responses	90	Week 2-10
Final Project Proposal	10	May 1
SRCP Research Assignment	20	May 15
Lead a Discussion	20	Sign up
Meeting w/ professor	15	Office hours or by appt.
Participation	75	<i>Always</i>
Final Project	40	June 11
TOTAL	275*	

*Note: Final grade is based on the percentage of total points earned

Course Grading Scale

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

REQUIRED TEXTS

All readings are available for free as pdf. Files and can be found in “Readings” folder on Canvas.

****IMPORTANT NOTE ON READING****

You are expected to read *all* of the assigned reading *closely* and *actively*. Some of the readings for this class will be very dense and difficult to understand. If you find yourself struggling with a reading, that is a good sign. Don’t give up on it. Out of that struggle comes intellectual growth (which is why you are here). Think of it like a workout to build your intellectual muscles. It might not feel very good at the time, but in the end you will be stronger and healthier, intellectually. Here’s the best advice I ever got for dealing with difficult readings: “*Focus on the sentences that make sense.*” If you follow that advice, it will change your life.

- Coates, T. (2015). The case for reparations. The Atlantic, June 2014.
- Cole, Nicki Lisa, Ph.D. (2017, April 14). Definition of Systemic Racism in Sociology. Retrieved from <https://www.thoughtco.com/systemic-racism-3026565>

- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 1241-1299.
- Flynn Jr, J. E. (2015). White fatigue: Naming the challenge in moving from an individual to a systemic understanding of racism. *Multicultural Perspectives*, 17(3), 115-124.
- INCITE! Women of Color Against Violence (Ed.). (2009). *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. Cambridge, Mass: South End Press.
- Krieger, N., & Smith, G. D. (2004). "Bodies count," and body counts: social epidemiology and embodying inequality. *Epidemiologic reviews*, 26(1), 92-103.
- Scott, J. C. (2012). *Two cheers for anarchism*. Princeton, NJ: Princeton University Press.
- Zinn, H. (2016). *A people's history of the United States*. Boxtree.

OPTIONAL TEXTS

- Butler, J., & Spivak, G. C. (2001). What is critique?. *concern*, 30(2), 225-248.
- Case, A. D., & Hunter, C. D. (2012). Counterspaces: A unit of analysis for understanding the role of settings in marginalized individuals' adaptive responses to oppression. *American Journal of Community Psychology*, 50(1-2), 257-270.
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard educational review*, 58(3), 280-299.
- Fillingham, L. A. (2007). *Foucault For Beginners*. Danbury, CT: For Beginners.
- Foucault, M. (1980). *Power*. New York: The New Press.
- Freire, P. (2001). *Pedagogy of the oppressed*. New York: Continuum.
- Kivel, P. (2004). The culture of power. *Culture*, 5(1).
- Mananzala, R. & Spade, D. (2008). The Non-Profit Industrial Complex and Trans Resistance. *Sexuality Research and Social Policy*, 5(8), 53-71.
- Rothstein, R. *From Ferguson to Baltimore: The Fruits of Government Sponsored Segregation*. London School of Economics Blog. <http://bit.ly/1I15139>

Course Schedule (subject to change)

<u>WEEK</u>	READINGS (required to be completed before each class)	ASSIGNMENTS & DUE DATES
1 Tuesday 4/3	Course Introduction	Syllabus Quiz (read the syllabus!)
2 Tuesday 4/10	<p>READING (Group 1 facilitates): Zinn, <i>A People's History of the United States</i> (Chapter 1: Columbus, the Indians, and Human Progress, pages 1-22)</p> <p>Cole, <i>Definition of Systemic Racism in Sociology: Beyond Prejudice and Micro-Aggressions</i></p> <p>Optional reading: Butler, <i>What is Critique?</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 4/8 at 5:00 p.m.
3 Tuesday 4/16	<p>READING (Group 2 facilitates): Crenshaw, <i>Mapping the Margins: Intersectionality, Identity Politics & Violence Against Women of Color</i> (Introduction through Part II, pages 1241-1282)</p> <p>Optional reading: Fillingham, <i>Foucault for Beginners</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 4/15 at 5:00 p.m.
4 Tuesday 4/23	<p>READING (Group 3 facilitates): Coates, <i>The Case for Reparations</i> (Parts 1 through 4, pages 1-34)</p> <p>Optional reading: Rothstein, <i>From Ferguson to Baltimore: The Fruits of Government-Sponsored Segregation</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 4/22 at 5:00 p.m.

<p>5 Tuesday 5/1</p>	<p>READING (Group 4 facilitates): Flynn, <i>White Fatigue: Naming the Challenge in Moving from an Individual to a Systemic Understanding of Racism</i></p> <p>Optional reading: Freire, <i>Pedagogy of the Oppressed-Chapter 2</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 4/29 at 5:00 p.m. • Final Project <u>Proposal</u> Due Tuesday 5/1 at 2:00 p.m.
<p>6 Tuesday 5/8</p>	<p>READING (Group 5 facilitates): Coates, <i>The Case for Reparations</i> (Parts 5-10, pages 34-70)</p> <p>Optional reading: Delpit, <i>Power and Pedagogy in Educating Other People's Children</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 5/6 at 5:00 p.m.
<p>7 Tuesday 5/15</p>	<p>READING (Group 6 facilitates): Crenshaw, <i>Mapping the Margins: Intersectionality, Identity Politics & Violence against Women of Color</i> (Part III & Conclusion, pages 1282-1299)</p> <p>Optional reading: Kivel, <i>The Culture of Power</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 5/13 at 5:00 p.m. • SRCP Research Assignment Due Tuesday 5/15 at 2:00 p.m.
<p>8 Tuesday 5/22</p>	<p>READING (Group 7 facilitates): Incite!, <i>The Revolution Will Not Be Funded – Introduction</i></p> <p>Optional reading: Mananzala & Spade, <i>The Nonprofit Industrial Complex and Trans Resistance</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 5/20 at 5:00 p.m.
<p>9 Tuesday 5/29</p>	<p>READING (Group 8 facilitates): Kreiger & Smith, “<i>Bodies Count,</i>” and <i>Body Counts: Social Epidemiology and Embodying Inequality</i></p> <p>Optional reading: Foucault, <i>Body/Power</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 5/27 at 5:00 p.m.
<p>10 Tuesday 6/5</p>	<p>READING (Group 9 facilitates): Scott, <i>Two Cheers for Anarchism (Fragments 1&2)</i></p> <p>Optional reading: Case & Hunter, <i>Counterspaces</i></p>	<ul style="list-style-type: none"> • Reading Response Due Sunday 6/3 at 5:00 p.m.
<p>11 Tuesday 6/12</p>	<p>Finals Week – No Class</p>	<ul style="list-style-type: none"> • Final Project Due Monday 6/11 at 5:00 p.m.

Policies

Academic Integrity

Western Washington University expects its students to read, understand, and follow the policy and procedures regarding academic integrity as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin). WWU's Integrity Website www.wwu.edu/integrity provides all the information you need, including why integrity is important, how to promote it, as well as types of academic dishonesty and how to avoid them, *particularly plagiarism*. It also includes WWU's policy and procedures on academic honesty (appendix D of the WWU Catalog). Final papers will be automatically checked for matching text, using plagiarism detection software (TurnItIn) through Canvas. *Instances of plagiarism can receive a failing grade and be reported to the Provost's office.*

Student Services

Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis.

- In the case of a medical concern or question, please contact the [Student Health Center](#): 650-3400
- In the case of an emotional or psychological concern or question, please contact the [Counseling Center](#): 650-3400
- In the case of a health and safety concern, please contact the [University Police](#): 650-3555
- In the case of a family or personal crisis or emergency, please contact the [Dean of Students](#): 650-3775

Booze and Other Drugs

Please don't come to class intoxicated. First of all, that's bush league! Second, if you think being drunk or high during a college class is a good idea, you're probably not good at being drunk or high; that is, you *might* have a problem and need help. If that's the case, please visit the counseling center. They will help you (plus, you're already paying for it).

Late Work Policy

My policy on late work is: *Don't be late*. I will only accept assignments after the deadline if you have a *legitimate* reason for being late. Legit reasons include: illness, emergency, and social and/or emotional crisis. If you need an extension, I ask that you talk to me about it as soon as possible. I won't require documentation, but I will peer into your soul to determine if you are being truthful. Like you, my time is limited and precious. If you turn in something late without my approval, I will ignore it.

“K” Grade Policy

Students who request a “K” (incomplete) grade must be doing acceptable work up until the 7th week in order to be eligible to receive an incomplete. “The grade of **K (Incomplete)** is given only to a student...when extenuating circumstances make it impossible to complete course requirements on schedule.” (Extenuating circumstances do not include mere lateness in completing work.) Students must ask for the “K” grade and a contract must be completed

stating what must be accomplished to satisfy the incomplete. A date of completion must be specified on the contract. Students will be given the grade earned at the time of the incomplete contract minus any points associated with incomplete assignments if course work is not completed as agreed when the contract expires. Please review the statement regarding the assignment of incomplete grades in the Western Washington University Bulletin.

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, contact WWU [disAbility Resources for Students](#) at 360-650-3083. It is important to set this up by the first week of class. Also, don't hesitate to remind me if I fail to provide reasonable accommodations. As an "able" person, I have been socialized to view the world from a very limited perspective, and I appreciate being held accountable for my ignorance.